

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   | Week 7 |
|--|--|---|---|--|--|--|--------|
| <p>Science<br/>Kapow</p> <p><b>Materials: Uses of Everyday materials</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>name objects with the same use that are made from different materials.</li> <li>name materials that are used to make objects with different uses.</li> <li>recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.</li> <li>name properties that make materials suitable for their use.</li> </ul>  | <p><b>Knowledge</b><br/>To recognise that objects are made from materials that suit their uses.</p> <p><b>Working scientifically</b><br/>To recognise that objects can be grouped.</p> | <p><b>Knowledge</b><br/>To recognise that objects are made from materials that suit their uses.</p>                               | <p><b>Knowledge</b><br/>To recognise that the shape of some solid objects can be changed.</p> <p><b>Working scientifically</b><br/>To record data in a table.</p> | <p><b>Knowledge</b><br/>To compare the suitability of materials for particular uses.</p> <p><b>Working scientifically</b><br/>To gather data and use it to answer a question.</p>  | <p><b>Knowledge</b><br/>To recognise that the strength of some materials can be changed.</p> <p><b>Working scientifically</b><br/>To record data in a block graph.</p> | <p><b>Knowledge</b><br/>To compare the suitability of materials for particular uses.</p> <p><b>Science in action</b><br/>To recognise that some materials are harmful to the environment.</p>      |        |
| <p>Computing<br/><b>Computer Science &amp; Digital Literacy</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>use logical reasoning to predict the behaviour of a simple program</li> <li>create and debug simple programs</li> <li>use technology safely and respectfully; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>   | <p>To emphasise the importance of following instructions.</p> <p>To follow and create simple instructions on the computer.</p>   | <p>To be able to use the direction keys to complete the challenges successfully.</p>  | <p>To create a longer algorithm for an activity.</p>  | <p>To know how to refine searches using the Search tool.</p> <p>To have some knowledge and understanding about searching more globally on the Internet.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To begin to think critically about the information they leave online.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p> | <p>To understand the terminology associated with the Internet and searching.</p>   | <p>To gain a better understanding of searching on the Internet.</p>  |        |
| <p>Music<br/>Charanga Scheme<br/><b>I Wanna Play In A Band</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>  | <p>To listen and respond to rock music and identify different instruments within a band.</p>   | <p>To find and keep a steady pulse while listening and performing music.</p>  | <p>To copy, create and perform rhythmic patterns using untuned percussion</p>   | <p>To sing with accurate pitch, rhythm and growing confidence.</p>   | <p>To explore, improvise and perform simple musical ideas using untuned percussion</p>   | <p>To perform as part of a group ensemble.</p>   |        |
| <p>PSHE<br/><i>Jigsaw Scheme</i><br/><b>Dreams and Goals</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</li> <li>analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</li> <li>explain how it felt to be part of a group and can identify a range of feelings about group work.</li> <li>identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</li> </ul> | <p>To choose a realistic goal and think about how to achieve it.</p> <p>To tell you things I have achieved and say how that makes me feel.</p>   | <p>To know what I need to keep myself healthy.</p> <p>To be motivated to make healthy choices that help me to reach my goals.</p> | <p>To recognise who I work well with and who it is more difficult for me to work with.</p>  | <p>To work well in a group to create an end product.</p> <p>To work with other people in a group to solve problems.</p>  | <p>To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p>                                    | <p>To know how to share success with other people.</p> <p>To know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud)</p> |        |
| <p>ART &amp; Design<br/><i>Plan Bee Scheme</i><br/><b>Super Sculptures</b></p> <p>By the end of the unit pupils will be able to:</p>   | <p>To use simple shapes to make sculptures of the human form.</p> <p>(Antony Gormley)</p>  | <p>To make a sculpture with a simple human form.</p> <p>(Henry Moore)</p>   | <p>To make a sculpture with a simple human form.</p> <p>(Henry Moore)</p>   | <p>To explore sculptures with 'inside' and 'outside' spaces</p> <p>(Barbara Hepworth)</p>  | <p>To create kinetic sculptures that move in the wind.</p> <p>(Alexander Calder)</p>   | <p>To make a sculpture where light, shape and colour create an interesting effect.</p> <p>(Dale Chihuly)</p>   |        |

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 2

Topic: The Great Fire of London

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|---|---|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>  |   |  |   |   |   |  |
| <p>Geography<br/><b>The Great Fire of London</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>devise a simple map; and use and construct basic symbols in a key</li> </ul>  |   |  | <p>To use and construct basic symbols in a key.</p>   |   |   |  |
| <p>History<br/><b>Great Fire of London</b></p> <p><b>Key question:</b> What changed as a result of the Great Fire of London?</p> <p><b>Concept:</b> Significance of events</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>learn about events beyond living memory that are significant nationally or globally</li> </ul>  | <p>To learn about events beyond living memory that are significant nationally or globally</p> <p>To ask and answer questions to show that they know and understand key features of events.</p>  | <p>To learn about events beyond living memory that are significant nationally or globally</p> <p>To use common words and phrases relating to the passing of time.</p>  |   | <p>To learn about events beyond living memory that are significant nationally or globally</p> <p>To sequence historical events in chronological order.</p>  | <p>To learn about events beyond living memory that are significant nationally or globally</p> <p>To understand some of the ways in which we find out about the past</p>   | <p>To learn about events beyond living memory that are significant nationally or globally</p>  |
| <p>RE<br/><i>Jigsaw RE Scheme</i><br/><b>Judaism</b></p> <p><b>Key question:</b> <i>Does visiting the synagogue help Jewish children feel closer to God?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>start to explain feelings when I visit a place that is special to me</li> <li>explain what happens when Jews visit the synagogue for worship and prayer</li> <li>talk about how Jewish children may feel closer to God if they visit the synagogue</li> </ul> | <p>To talk about my favourite place and say why it is special to me</p>   | <p>To know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue.</p>   | <p>To talk about the Jewish Holy Book and explain how it is used</p>  | <p>To talk about special clothing Jews wear when visiting the synagogue</p>   | <p>To explain feelings when I visit a place that is special to me.</p> <p>To explain what happens when Jews visit the synagogue for worship and prayer</p> <p>To talk about how Jewish children may feel closer to God if they visit the synagogue</p>          | <p>To think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed</p>   |
| <p>Games<br/>PE Passport<br/><b>Tri Golf</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>  | <p>To know to keep myself and others safe</p> <p>To know how far to draw the club back when putting</p> <p>To grip a golf club appropriately and adopt a stance to strike a ball.</p> <p>To putt the ball towards a target</p> <p>To share the equipment.</p> | <p>To know what a back swing is</p> <p>To hit the ball more firmly if putting uphill and more gently if putting downhill</p> <p>To putt towards a target with some accuracy.</p> <p>To change the amount of force I putt with depending on if putting uphill or downhill.</p>                | <p>To know why we use a tee when hitting irons at the start</p> <p>To keep my eye on the ball in my swing</p> <p>To strike the ball with consistency with an iron.</p> <p>To set up to play an iron shot.</p>                               | <p>To know what the tick-tock technique is</p> <p>To get some height with my iron shots.</p>  | <p>To know the importance of keeping my head still and not trying to hit the ball too hard</p> <p>To know which club to use and when</p> <p>To drive for distance.</p> <p>To strike the ball with increasing accuracy.</p>                                      | <p>To demonstrate the school games values</p> <p>To use terminology associated with golf</p> <p>To play a round safely keeping score.</p> <p>To wait patiently and share equipment.</p>  |
| <p>PE<br/>PE Passport<br/><b>Dance - Fire of London</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>   | <p>To know how to contribute key words to a theme related mind map</p> <p>To know how to translate words/ideas into theme related shapes, movements and actions</p> <p>To use my body and create theme related shapes, movements and actions</p>              | <p>To know how to contribute key words to a theme related mind map</p> <p>To know how to translate words/ideas into theme related shapes, movements and action</p> <p>To use my body to express simple theme related shapes, movements and feelings</p> <p>To show good listening skills</p> | <p>To know that we need to look forwards to safely move around in space</p> <p>To know that we need to control our speed to ensure safety</p> <p>To travel safely and creatively in space</p> <p>To show different levels when I travel</p> | <p>To know how to turn what I see into ways of moving</p> <p>To listen to other people's ideas and vocalise my own thoughts</p> <p>To communicate effectively with a partner</p> <p>To use pictures to create shapes, movements and actions</p> | <p>To know how to turn what I read/hear into ways of moving</p> <p>To know how to link ideas and movements together so that they start to flow</p> <p>To communicate effectively with a partner</p> <p>To use poems to create shapes, movements and actions</p> | <p>To know how to use simple technical language to give constructive and useful feedback</p> <p>To remember and perform a simple sequence of movement</p> <p>To identify what good looks like and give feedback to help my partner improve</p> |

Term: Spring 1

**Year Group: 2**

**Topic: The Great Fire of London**

Forest School  
Spring

**By the end of this unit, children will be able to:**

- know the rules and routines of Forest School
- identify seasonal changes– Trees and plants in the local area, Weather
- use natural materials to construct shelters – Tripod branch shelters
- understand the risks and safety instructions of fire – make popcorn safely