

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: The Great Fire of London

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Animals including humans: Life Cycles and Health</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> identify stages in the life cycles of different animals, including humans. describe the basic survival needs of animals. explain how to take care of personal hygiene. describe some positive effects of exercise. identify foods in different food groups. 	<p>Knowledge To identify different stages of the human life cycle.</p>	<p>Knowledge To know which offspring come from which parent animal.</p>	<p>Knowledge To observe and measure growth in humans.</p> <p>Working scientifically To use simple measuring equipment.</p>	<p>Knowledge To identify and list the basic needs for survival for humans and animals.</p> <p>Working scientifically To use secondary sources to research.</p>	<p>Knowledge To recognise the importance of exercise and personal hygiene.</p> <p>Working scientifically To make observations over time.</p>	<p>Knowledge To identify how to have a balanced diet.</p> <p>Working scientifically To interpret collected results.</p>	
<p>Computing Computer Science & Digital Literacy</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of a simple program create and debug simple programs 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. 	<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 <i>Charanga Scheme</i> September 1666 song 2025 – London’s Burning</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>To listen and respond to groove-based music and describe its style and features.</p>	<p>To find and keep a steady pulse in music through movement, body percussion and tuned instruments (glockenspiel).</p>	<p>To learn simple music bars using tuned percussion and notes C and D (glockenspiel).</p>	<p>To explore and compose musical ideas using 2-3 notes on tuned percussion (glockenspiel)</p>	<p>To develop musical ideas using 2-3 notes on tuned percussion (glockenspiel).</p>	<p>To perform as part of a group, showing awareness of timing, structure and other performers, using voice and tuned percussion (glockenspiel).</p>	
<p>PSHE <i>Jigsaw Scheme</i> Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. judge the levels of risk involved in different situations and To select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. express how being anxious/ scared and unwell feels. express and respond appropriately to feelings of anxiety or fear or when I feel unwell. 	<p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p>	<p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p>	<p>To recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe.</p>	<p>To recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me.</p>	<p>To understand how medicines work and how important it is to use them safely.</p>	<p>To explain how to keep my body healthy and safe at home and when I'm out.</p>	
<p>Design Technology <i>Plan Bee Scheme</i> Fire Engines</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves 	<p>To explore modern fire engines. To design a fire engine.</p>	<p>To investigate wheels, axles and chassis.</p>	<p>To investigate ways of creating and decorating the body of a fire engine.</p>	<p>To make a fire engine based on a design.</p>	<p>To evaluate a finished product.</p>		

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<p>and other users based on design criteria</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 							
<p>Geography The Great Fire of London</p> <p>Key question: What changed as a result of the Great Fire of London? Concept: Significance of events</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 					<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		
<p>History Great Fire of London</p> <p>Key question: What changed as a result of the Great Fire of London? Concept: Significance of events</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> learn about events beyond living memory that are significant nationally or globally. explore the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Great Fire of London Day.</p>	<p>To learn about events beyond living memory that are significant nationally or globally.</p> <p>To learn about some of the everyday objects that were important at the time of a significant national event.</p>	<p>To learn about the lives of significant individuals with a focus on Christopher Wren</p>	<p>To learn about events beyond living memory that are significant nationally or globally. How has London changed since 1666?</p> <p>To learn about changes made as a result of the Great Fire of London.</p>	<p>To understand some of the ways in which we find out about the past.</p>	<p>To create my own learning reflections and present my learning on GFOL.</p>	
<p>RE Christianity <i>Jigsaw RE Scheme</i></p> <p>Key question: <i>How important is it to Christians that Jesus came back to life after his crucifixion?</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> start to explain what I believe happens to you when you die recall what Christians believe happened on or after Easter Sunday suggest what I think happened to Jesus after the tomb was found empty 	<p>To talk about what I believe happens when something or somebody dies and how memories help me to remember</p>	<p>To recall parts of the Easter story (to the crucifixion) and say what I think happens next</p>	<p>To recall parts of the Easter story (after the crucifixion)</p>	<p>To recall parts of the Easter story (after the resurrection)</p>	<p>To start to explain what I believe happens to you when you die.</p> <p>To recall what Christians believe happened on or after Easter Sunday.</p> <p>To suggest what I think happened to Jesus after the tomb was found empty</p>	<p>To consider what symbols I would like to use when celebrating people I love or new life</p>	
<p>Games PE Passport Invasion Games skills 2</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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. participate in team games, developing simple tactics for attacking and defending. 	<p>To keep my head up when dodging</p> <p>To throw underarm to a partner.</p>	<p>To communicate with my teammates to block the attacker</p> <p>To throw a ball underarm and catch with a partner.</p>	<p>To bend down using my knees and not by bending my back when playing a game to keep safe</p> <p>To dodge when playing a game to receive the ball.</p>	<p>To know when I have passed a ball to move into space to receive a pass</p> <p>To use a simple tactic in a game.</p>	<p>To move into space when I haven't got the ball to help my team</p> <p>To select a simple tactic to use in a game.</p>	<p>To look for a teammate in space before passing</p> <p>To use a simple tactic in a 3V1 game.</p>	
<p>PE PE Passport Yoga</p> <p>By the end of the unit pupils will be able to:</p>	<p>To know the importance of quiet and focus whilst performing yoga moves</p>	<p>To breathe whilst I am stretching and warming up</p>	<p>To know more about space travel</p> <p>To work with imagination.</p>	<p>To know what natural phenomena is</p> <p>To pose depicting Mother Earth.</p>	<p>To know more about Roman Life</p> <p>To depict Roman Life through poses.</p>	<p>To know what 3 part breathing is</p> <p>To breathe in 3 parts.</p>	

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<ul style="list-style-type: none"> • 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 • bend, breathe, stretch and reach • know why good posture and balance are important in everyday life 	<p>To pose like a variety of jungle creatures.</p> <p>To control my breathing pattern.</p>	<p>To bend, stretch and reach.</p>	<p>To work without inhibition.</p>			<p>To work quietly focus on what I'm doing in the moment</p>	
<p>Forest School Spring</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • 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 						