

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: Australia

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Plants: Plant Growth</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall that seeds have all the necessary parts inside for plants to grow. recall that seeds need water and warmth to germinate. recognise that light is required for healthy plant growth. sequence the stages of a plant's life cycle. recognise the importance of healthy plant growth. describe the influences humans have on plants in the environment. 	<p>Knowledge To recognise that seeds need certain conditions for growth.</p> <p>Working scientifically To plan comparative tests.</p>	<p>Knowledge To recognise that seeds and bulbs contain what they need to grow into a plant.</p>	<p>Knowledge To describe what seeds need to germinate.</p> <p>Working scientifically To record data in a table.</p> <p>To measure with a ruler</p>	<p>Knowledge To describe the effect of light on plant growth.</p> <p>Working scientifically To observe using a magnifying glass.</p>	<p>Knowledge To identify stages of a plant's life cycle.</p> <p>Working scientifically To draw and label diagrams.</p>	<p>Knowledge To recognise what plants need for healthy growth.</p> <p>Science in action To recognise that humans have a responsibility to care for plants.</p>	
<p>Computing Computer Science</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 create and debug simple programs use logical reasoning to predict the behaviour of simple programs. 	<p>To understand what an algorithm is.</p> <p>To create a computer program using an algorithm.</p>	<p>To create a program using a given design.</p> <p>To understand the collision detection event.</p>	<p>To understand that algorithms follow a sequence.</p> <p>To design an algorithm that follows a timed sequence.</p>	<p>To understand that different objects have different attributes (properties).</p> <p>To understand what different events do in code.</p>	<p>To create a program using a given design.</p> <p>To understand the function of buttons in a program.</p>	<p>To know what debugging means.</p> <p>To understand the need to test and debug a program repeatedly.</p> <p>To debug simple programs.</p>	
<p>Music <i>Charanga scheme</i> Friendship Song / Waltzing Matilda</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 a song and describe its mood and message.</p>	<p>To find and keep a steady pulse using movement, body percussion and instruments.</p>	<p>To sing songs with accurate pitch, clear diction and expression.</p>	<p>To explore, improvise and perform rhythmic patterns on tuned percussion (glockenspiel)</p>	<p>To collaborate on a composition on tuned percussion (glockenspiel)</p>	<p>To perform songs and musical ideas as part of a group, showing awareness of others and musical choices.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Relationships</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. 	<p>To identify the different members of my family.</p> <p>To understand my relationship with each of them and know why it is important to share and cooperate accept that everyone's family is different and understand that most people value their family.</p>	<p>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>To know which types of physical contact I like and don't like and be able to talk about this.</p>	<p>To identify some of the things that cause conflict with my friends.</p> <p>To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>To recognise and appreciate people who can help me in my family, my school and my community understand how it feels to trust someone.</p>	<p>To express my appreciation for the people in my special relationships be comfortable accepting appreciation from others.</p>	
<p>ART & Design <i>Plan Bee Scheme</i> Aboriginal Art</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>To create pictures using the Aboriginal style of cross-hatching.</p>	<p>To create paintings using the x-ray or naturalistic style of Aboriginal art.</p>	<p>To create paintings using the Aboriginal dot style.</p>	<p>To be taught about the work of a range of artists.</p>	<p>To use a variety of techniques and skills to create and decorate boomerang/rainsticks.</p>	<p>To use a variety of techniques and skills to create and decorate boomerang/rainsticks.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<p>Geography Australia</p> <p>Key question: How is our town similar to and different from a place on the other side of the world?</p>	<p>To use simple compass directions (North, South, East, West)</p>	<p>To use basic geographical vocabulary to refer to key physical features and key human features.</p>	<p>To use basic geographical vocabulary to refer to key physical features and key human features.</p>	<p>To identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the</p>	<p>To understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a</p>	<p>AUSTRALIA DAY</p>	

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<p>Concept: Place knowledge</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East, West) • use basic geographical vocabulary to refer to key physical features and key human features. • devise a simple map; and use and construct basic symbols in a key • identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 				<p>North and South Poles.</p>	<p>contrasting non-European country.</p>		
<p>RE Islam Jigsaw RE</p> <p>Key question – <i>How important is the prophet Muhammad to Muslims?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • say who is special to me and say why • identify key facts from the life of Muhammad • say why I have chosen certain facts about Muhammad's life above others 	<p>To say what might make someone special or important.</p>	<p>To say why Muhammad was chosen as a prophet.</p>	<p>To say why events in the life of Muhammad were important to Islam.</p>	<p>To say why some of the sayings of Muhammad might help people behave today.</p>	<p>To say who is special to me and say why</p> <p>To say what I feel might be the most important parts of the life of Muhammad to a Muslim</p> <p>To say why I have chosen certain facts about Muhammad's life above others</p>	<p>To say what qualities I find important in special people.</p>	
<p>PE PE Passport Gymnastics</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 	<p>To demonstrate basic and intermediate balances and perform independently or with a partner.</p>	<p>To improve our intermediate balances and link them with travelling,</p>	<p>To improve travelling movements in our sequence.</p>	<p>To improve travelling movements in our sequence.</p>	<p>To create a sequence on apparatus with a partner.</p>	<p>To improve a sequence on apparatus with a partner.</p>	
<p>Games PE Passport Athletics 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. 	<p>To retain my focus</p> <p>To know the importance of a good start</p> <p>To show a sense of anticipation to begin work.</p> <p>To react quickly.</p>	<p>To cushion my knees when landing</p> <p>To know the technique for different types of jump</p> <p>To jump in a variety of ways.</p> <p>To coordinate a run with a jump.</p>	<p>To know how to improve my technique to increase the height and distance of my jumps</p> <p>To know the difference between a leap and a jump</p> <p>To discover and develop different styles of jumping.</p> <p>To leap, jump and hop.</p>	<p>To know how to increase the distance of my jumps</p> <p>To know why it is important to warm up</p> <p>To jump in a variety of ways competently.</p> <p>To add a short run up to my jump.</p>	<p>To know how to keep others safe when I am throwing</p> <p>To increase the distance</p> <p>To throw with good technique.</p> <p>To throw with a run up.</p>	<p>To share equipment and take turns</p> <p>To demonstrate the school games values</p> <p>To help a peer improve their performance with good feedback.</p> <p>To demonstrate a variety of athletic techniques competently.</p>	
<p>Forest School Summer</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 tools safely –Wands using knives • understand the risks and safety instructions of fire 						

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