

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 Making Connections: Plant Based Material</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> explain the terms reduce, reuse and recycle. describe how paper is made. select suitable materials for a plant pot. describe good growth conditions for seeds. make a plant pot from eco-friendly materials. identify non-living materials to decorate a plant pot. 	<p>Knowledge To identify a variety of flowering plants.</p> <p>Science in action To understand the role of a botanist.</p>	<p>Knowledge To describe how materials can be reused.</p> <p>Science in action To understand how the 3Rs contribute to sustainable products.</p>	<p>Knowledge To identify human-made and natural materials.</p> <p>Working scientifically To group based on characteristics.</p>	<p>Knowledge To identify suitable materials based on their properties.</p> <p>Working scientifically To perform a test and gather data.</p>	<p>Knowledge To identify a material to help plant growth.</p> <p>Working scientifically To use observations to answer a simple question</p>	<p>Knowledge To choose materials to create a suitable plant pot.</p> <p>Working scientifically To identify and classify living things.</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 Charanga Scheme Reflect, Rewind and Replay</p> <p>By the end of the unit pupils 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 identify instruments in music.</p>	<p>To listen and identify instruments in music; to keep a steady pulse while exploring and rehearsing musical ideas.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to build a piece of music over time by adding and improving musical sections.</p>	<p>To listen and identify instruments in music; to perform a composed piece of music and talk about the choices made.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Changing Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> understand that everyone is unique and special express how they feel when change happens understand and respect the changes that they see in themselves understand and respect the changes that they see in other people know who to ask for help if they are worried about change look forward to change 	<p>To recognise cycles of life in nature.</p> <p>To understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p>To tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>To identify people I respect who are older than me.</p>	<p>Too recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>To feel proud about becoming more independent.</p>	<p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>To tell you what I like/don't like about being a boy/girl.</p>	<p>To understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>To confidently say what I like and don't like and can ask for help.</p>	<p>To identify what I am looking forward to when I move to my next class.</p> <p>To start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	
<p>Design Technology <i>Plan Bee Scheme</i> Puppets</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 and other users based on design criteria 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 	<p>To investigate a range of puppets and their features.</p>	<p>To develop and practise sewing skills.</p>	<p>To design a glove puppet.</p>	<p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>To evaluate their ideas and products against design criteria</p>		

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ingredients, according to their characteristics							
<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>Concept: Place knowledge</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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 	To use basic geographical vocabulary to refer to key physical features and key human features.	To use basic geographical vocabulary to refer to key physical features and key human features.		AUSTRALIA DAY	To 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	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>History 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>Concept: Place knowledge</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> learn about the lives of significant individuals in the past who have contributed to national and international achievements. 			To learn about the lives of significant individuals in the past who have contributed to national and international achievements, with a focus on Captain James Cook.			To learn about events beyond living memory that are significant nationally or globally, with a focus on the history of flight.	
<p>RE Jigsaw RE Islam</p> <p>Key question: How important is the Qur'an to Muslims?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> give examples of good things I could do in my life explain why a Muslim might think the Qur'an is important explain how instructions in the Qur'an might impact on the life of a Muslim today 	To talk about something I have learnt from a story	To say how a Muslim might show respect for the Qur'an.	To order events from the night of power and say what I think is important.	To say some of the instructions a Muslim might follow that are in the Qur'an.	To give examples of good things I could do in my life To explain why a Muslim might think the Qur'an is important To explain how instructions in the Qur'an might impact on the life of a Muslim today	To consider how some of the things I think are important might be similar to instructions in the Qur'an	
<p>PE PE Passport Net and wall 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. 	To track the flight of the ball with my eyes To send and receive a ball with some degree of accuracy	To know which is the best technique to return a ball To strike a ball with some degree of accuracy	To know that I have to get under the ball sufficiently to strike it upwards and over a net To send a ball with increasing accuracy	To know how to form a ready position To develop a good grip and stance	To know that I need to move quickly, to get into good positions to return the ball To return a ball, after one bounce, that has been thrown to me by a partner	To try and get back to the centre of the court after each shot To strike a backhand from my own feed	
<p>Games PE Passport Striking and field 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 	To know where to strike a ball in a game to then get the most runs To strike a ball off a tee	To listen carefully to instructions and focus on the task To know how to strike a ball off a cricket tee	To throw / strike into space to help score more runs To know how to throw overarm to a teammate	To know why I should strike the ball into space To know how to strike a ball into space	To know where to strike the ball to get the maximum runs To know how to bowl a ball underarm	To know when to stop running in a game so I am not run out To know how to use simple tactics in different games	
<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 –construct wands using knives understand the risks and safety instructions of fire 						

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