



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING **I**NDEPENDENT **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPLE

YEAR 2 MEDIUM TERM PLAN – SPRING 2

Session	PE 1	PE 2	Music	PSHE	Computing
Topic	Complete PE - 'Hands' The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.		Charanga Zootime Reggae	Living in the Wider World – The internet in everyday life Money and work- what money is	Staying safe online 1 (DL) Project Evolve: Online bullying Online relationships Online reputation
National Curriculum	Pupils participate in team games, developing simple tactics for attacking and defending		Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes Pupils play tuned and untuned instruments musically Pupils listen with concentration and understanding to a range of high-quality live and recorded music Pupils experiment with, create, select and combine sounds using the interrelated dimensions of music	Non statutory	Pupils recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
1	<p>Knowledge recap What is important to remember about throwing a ball to a partner, passing a ball to more than one person?</p> <p>WALT: Develop dribbling in order to keep control and possession of the ball</p> <p>Show What You Know (Warm Up): Space</p> <p>Dribble The playing area is split into zones so that there are 5 pupils per zone. Pupils dribble their ball within the space avoiding making contact with other pupils. Can pupils dribble the</p>	<p>Knowledge recap Show What You Know (Warm Up): Space Dribble</p> <p>Postman Pat: Special Delivery Children continue to develop dribbling. They reinforce why we need to dribble with control. Children develop the concept of finding space. Once a player has given the ball to the next player, they find an empty marker to stand by. Children learn why we need to find space after we have given our team member the ball.</p>	<p>Listen and appraise Zootime by Joanna Mangona:</p> <p>Musical activities a Warm-up Games (including vocal warm-ups) - Zootime b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Zootime: Start to learn to sing the song. performance Performance - Zootime: Children perform and share learning from the lesson - sing the song</p>	<p>Knowledge recap- What can we remember about the community where we live? Who makes up our community?</p> <p>WALT: WALT: know that money comes in different forms WALT: Know money can come from different sources</p> <p>WILF I can discuss why we need money. I can talk about the different forms money comes in.</p> <p>Why Do We Need Money? Children discuss what we need money for.</p>	<p>Online Bullying WALT: Know what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Knowledge recap What do we know about bullying online?</p> <p>Where can bullying be found? Children learn the definition of bullying behaviour: Repeated, negative behaviour that is intended to make others feel upset, uncomfortable and unsafe.</p> <p>Children look at different scenario to raise awareness on</p>



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	<p>ball with control? The aim of the game is to keep the invisible defender's score as low as possible.</p> <p>Postman Pat: Dribbling In groups of 5, spot/cones are spread out on the floor within the playing area. Pupils stand on a marker (spot/cone). One pupil has a ball. On command the pupil starting with the ball dribbles to another pupil who is standing on a marker and gives them the ball, taking their place on the spot. Pupil 2 then dribbles the ball to another pupil who is standing on a spot. The game continues until the signal stop. How many times can each group swap the ball in an allocated time?</p>			<p>What Are These? Children are shown different pictures of money. They learn that the pictures show different forms money can take coins, bank notes, contactless payments, bank cards, online money transfers. Children discuss what experience they have of these.</p> <p>Exploring - Ways to Pay: Children look at the Ways to Pay Posters around the room. Each child has a Scenario Card. Working as a group they read the scenario and stand next to the display poster that shows the method of payment that would be best for their item.</p> <p>Reflecting - Keep it Safe: With all these possible ways to pay for things, children learn that it is important to keep all these forms of money safe. Children learn how we can look after each method of payment.</p>	<p>the effects online bullying can have on someone.</p> <p>Children learn what signs someone being bullied online might show.</p>
2	<p>WALT: Develop passing and receiving in order to keep possession of the ball.</p> <p>Knowledge recap Can pupils dribble their ball with control to keep possession of the ball?</p> <p>Through the Gate: Introduce the chest pass</p>	<p>Knowledge recap Can pupils dribble their ball with control to keep possession of the ball?</p> <p>Postman Pat: Passing. Children focus on 'passing and receiving skills. The player starting with the ball passes the ball to another pupil who is standing on a marker.</p>	<p>Listen and Appraise - - Kingston Town by UB40: Children listen to the song. They use their body to find the pulse. They compare this to the song zootime -how are they similar and how are they different?</p> <p>Musical activities</p>	<p>WALT Know that people make different choices about how to save and spend money</p> <p>Knowledge recap - How many different ways can we keep our money safe?</p> <p>Where Does Money Come From? Children discuss what they know and discuss the images. Children</p>	<p>Online Bullying WALT: talk about how anyone experiencing bullying can get help.</p> <p>Knowledge recap How can bullying make someone feel?</p>



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	<p>In pairs, pupils pass the ball through their gate (cones) applying a chest pass. Begin with static passing. Do pupils apply the correct technique, stepping into the pass, pushing the ball away from their body? How many accurate passes can they make with their partner?</p>	<p>Once they have passed the ball they need to move to an empty marker in a space. Do pupils apply the correct technique, stepping into the pass, pushing the ball away from their body? Are pupils ready to receive the ball? How many accurate passes can they make in their team? Do they select a spare marker close enough for their team member to pass to them?</p>	<p>Warm-up Games (including vocal warm-ups) – Zootime b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Zootime : Continue to sing the song. d. Play Your Instruments with the Song: New Musical Activity.</p> <p>Performance Zootime: Children perform and share what they have learned in the lesson. They sing and play instrumental parts within the song.</p>	<p>order the images and explain what each picture shows -people earning money through going to work, keeping it safe and then spending it on things that they need</p> <p>Exploring – What different types of shops do we buy items from? What are they called? What can you buy from each shop? Together children make a class list</p> <p>Children decide what coins they would use to buy each item on their list.</p> <p>What affects our spending choices? Why? Look at the offers that we see in shops.</p>	<p>Children learn 1 in 3 young people experience bullying so it is important that we talk about what we can do if your friend, brother, sister etc were ever being bullied. Children learn the kind of people they could tell if they were being bullied</p>
3	<p>WALT:combine dribbling, passing and receiving in order to keep possession of the ball.</p> <p>Knowledge recap Pupils show you what they know about passing (chest pass) and receiving, to keep possession of the ball?</p> <p>Follow the Leader In pairs, children dribble and move around the space avoiding collisions with other pairs. Partner 1 dribbles, partner 2 follows. On a command partner 1 passes the ball to partner 2. Children recap prior learning of chest pass.</p>	<p>Knowledge recap Pupils show you what they know about passing (chest pass) and receiving, to keep possession of the ball?</p> <p>Postman Pat: Avoid the invisible defender When dribbling or passing, pupils need to avoid the defenders. If an attacker dribbles or passes the ball on or over a cone (defender) the invisible defenders score 1 point. Remember, this means in a game situation that the defender could have stolen the ball. The aim is to keep the invisible team's score as low as possible.</p>	<p>Listen and Appraise - Shine by ASWAD: Children listen to the song. They use their body to find the pulse</p> <p>Musical Activities Warm-up Games (including vocal warm-ups) – Zootime b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Zootime: Continue to sing the song. d. Play Your Instruments with the Song: Revisit your learning from the last step. e. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See</p>	<p>WALT: know about the differences between needs and wants WALT know that sometimes people may not always be able to have the things that they want</p> <p>Knowledge recap – explain what affects our spending choices. Why do we choose to spend money differently?</p> <p>What is the difference between a 'want' and a 'need'? Children Record their answers to form a baseline assessment.</p> <p>Three children chosen before the lesson act out the role play</p>	<p>Online Relationships WALT:Kknow who I should ask before sharing things about myself or others online.</p> <p>Knowledge recap How can we get help if we are being bullied online?</p> <p>Children discuss and learn about the kinds of things we can post online and reinforcing that once posted things can stay online forever! Children think about what kind of things they should consider before they post, or what happens if they do they not consider anything before they</p>



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	<p>Postman Pat: Passing and dribbling Pupils combine dribbling, passing and receiving skills to keep possession. The player starting with the ball can dribble into space before passing the ball to their partner who is standing on a marker. Once they have passed the ball they need to find an empty marker in a space. Do pupils dribble keeping control? Do pupils apply the correct technique, when passing? How many accurate passes can they make in their pairs?</p>		<p>also optional Extension Activities for Improvisation).</p> <p>Performance - Zootime: children perform and share what has taken place in the lesson. They sing the song and improvise using voices and/or instruments within the song.</p>	<p>(using the Role-Play Scenario Cards) in the centre of the circle. Children discuss with the whole class what is being said. Children in the class either agree or disagree with the points that each child in the role-play scenario is making? Children learn the fact that although there are things we want, these are different from things we need. Children discuss we might not be able to afford what we want straight away.</p> <p>Children work in a group to sort out examples of things that we buy that we want and need. They then compare with other groups and explain their reasons for their responses.</p>	<p>post pics. Videos, comments etc online? Children discuss questions such as: What do we want to share? Who do we want to share it with? Where will we post it?</p> <p>Children learn who their trusted adults are to turn before sharing things online.</p>
4	<p>WALT: to develop dribbling in order to keep possession and score a point</p> <p>Knowledge recap Pupils dribble, pass and receive the ball keeping possession. Children refer to the cones as defenders. 'what is the consequence if our ball hits a cone?'</p> <p>Hunter: Scoring a point In groups of 4/5, children mark out scoring zones within the playing area. The aim of the game is for attackers (who each have a ball) to dribble into a zone to score a point. How many points can the attackers score in an allotted time? Once pupils</p>	<p>Knowledge recap Pupils dribble, pass and receive the ball keeping possession. Children refer to the cones as defenders. Ask pupils, 'what is the consequence if our ball hits a cone?'</p> <p>Hunter: Keeping possession Lay out markers (spots) across the playing area. One pupil is chosen to be the defender. Defenders gain possession of the attackers' ball, if they lose control when dribbling. (There should be no contact between the attackers and the defenders.) The defenders can only gain possession if they are standing on a marker. What is the consequence if the</p>	<p>Listen and appraise- I.G.Y. by Donald Fagen: Children listen to the song. They use their body to find the pulse</p> <p>Musical Activities</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) – Zootime Flexible Games (an optional extension activity) Learn to Sing the Song - Zootime: Sing the song. Play Your Instruments with the Song: Option to revisit your learning from the last step. Improvise with the Song: Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation). 	<p>WALT: know that money needs to be looked after and there are different ways of doing this</p> <p>Knowledge recap When we spend our money what are examples of needs and wants</p> <p>Keep It Safe: Show the sentence starter 'One way I keep my belongings safe is....' Children think about this and share their responses. Children talk about personal belongings in the classroom and learn that these are things we use a lot at school, so they are very important and we need to keep them safe. How do we do this? children realise that by</p>	<p>Online Relationships WALT: Know why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' Online</p> <p>And</p> <p>WALT: Explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>Knowledge recap Who should I ask before sharing things about myself and others online?</p>



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	<p>have dribbled into a zone, they then need to dribble into a different zone. Reinforce where, why and how we dribble.</p>	<p>defenders gain possession of the ball? Question pupils on where they are going to dribble to avoid the defenders and score a point.</p> <p><u>Hunter: Attackers v defenders</u> The markers for the defenders are removed. Defenders gain possession of the attackers' ball, if they lose control when dribbling. (There should be no contact between the attackers and the defenders.) Can the attackers dribble into a scoring zone without losing possession? Do the attackers change direction when pressure is applied?</p>	<p>f. Compose with the Song: New Musical Activity for this step.</p> <p><u>Perform</u> Zootime: Children perform and share what they have learned in the lesson. They sing the song and perform their composition(s) within the song.</p>	<p>just putting things away, and making sure our belongings have a secure place to be kept, we can ensure our belongings are there when we need them</p> <p>Children have a Keeping Money Safe Scenario Card and discuss how they can keep money safe. They then choose a card around the room to stand next to that represents their response.</p> <p>Why Do We Need to Look After Our Money? As a class, children discuss what money could be used for when it has been kept safely. Children learn that if people want to buy much more expensive items, such as a car or a house, they will need to save money for a long period of time and keep that money secure.</p>	<p>Children look at how online colourful messages and boxes, are often trying to encourage us to click them for a reason</p> <p>Children learn what kind of dangers might occur when clicking without asking a trusted adult.</p> <p>Children look at different scenarios and learn how people may feel in different situations and learn that it is alright to say 'no'.</p>
5	<p>WALT: Combine dribbling, passing and receiving in order to keep possession and score a point. roll.</p> <p><u>Knowledge recap</u> Children show you what they know about dribbling, passing and receiving?</p> <p><u>Keeping on moving: The invisible defender</u> Combine dribbling, passing and receiving to score a point. Structure the game as in suggested sequence of learning part 5. The aim of the game is</p>	<p><u>Knowledge recap</u> Children show you what they know about dribbling, passing and receiving?</p> <p><u>Keep on moving: Introduce a defender</u> Introduce a defender. Can pupils combine dribbling, passing and receiving to score a point when a defender applies pressure? The decision on whether to pass or dribble becomes increasingly important. Question pupils: when do we pass and when do we dribble? What happens if a defender is marking an attacker?</p>	<p><u>Listen and Appraise</u> Feel Like Jumping by Marcia Griffiths: Children appraise the song. They use their body to find the pulse. Children compare this song to Zootime – How is it similar? How is it different?</p> <p><u>Musical activities</u> Warm-up Games (including vocal warm-ups) – Zootime b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - Zootime: Sing the song. d. Play Your Instruments with the Song: Revisit this activity.</p>	<p>WALT: Know that jobs help people to earn money to pay for different things.</p> <p><u>Knowledge recap</u> <u>What do</u> How can we keep our money safe?</p> <p>What Do We Need Money For? Children discuss what we need money for and share their responses</p> <p>Children look at the pictures of the payment methods and discuss what they can remember about these. Children learn that</p>	<p><u>Online reputation</u> WALT: Know how information put online about someone can last for a long time.</p> <p><u>Knowledge recap</u> Who can we talk to before clicking on something on line? What kinds of things might we see or be unsure about clicking online?</p> <p>Children learn that the internet has been around for the last 30 years and the content on their lasts. Children look at what information has been put on line that we can still see today-</p>



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	<p>to pass to a member of their team in one of the scoring zones. The attackers can dribble or pass avoiding the markers (invisible defenders). Reinforce prior learning of passing and dribbling. Ask pupils when we pass and when we dribble. Do pupils make good decisions about when to pass and when to dribble? How and why do we work as a team to score a point?</p>	<p>Are we going to pass to them? Why not? Ask pupils what might happen if we do.</p>	<p>e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). f. Compose with the Song: Option to revisit this activity.</p> <p>Performance – Children perform and share what has taken place in the lesson.</p>	<p>there are many things we need to spend money on and many different ways to pay. They learn where this money comes from?</p> <p>Jobs for All: Children look at pictures and discuss. Children learn that having a job is where most people get their money from. Children discuss all the jobs they know, starting with jobs that friends or family do. Children list all the jobs they can think of</p> <p>Children explore different job roles and wages.</p>	<p>the Olympics, the Queen's coronation. They consider how they feel when things are put online. They consider what happens if we change our mind about this content and the fact that information on line lasts</p>
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