



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING **I**NDependent **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPL**E**

YEAR 2 MEDIUM TERM PLAN - AUTUMN 2

Week	PE 1	PE 2	Music	PSHE	Computing
	Dance -The sea	Dance-The sea	Charanga-HO,HO,HO	Safe Relationships Respecting ourselves and others	Thinking Like a computer
National Curriculum	Pupils should be taught to: perform dances using simple movement patterns.	Pupils should be taught to: perform dances using simple movement patterns.	Pupil should be taught to: <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. 	Safe relationships how to recognise hurtful behaviour, including online <ul style="list-style-type: none"> • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<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.
1	<p><u>The sea</u> WALT: learn a movement phrase based on the sea and waves</p> <p><u>WALT:</u> Work with a partner to practice, refine and perform a movement phrase in a larger group</p>	<p><u>The sea</u> WALT: learn a movement phrase based on the sea and waves</p> <p><u>WALT:</u> Work with a partner to practice, refine and perform a movement phrase in a larger group</p>	<p><u>Listen and appraise</u> <u>Ho Ho Ho by Joanna Mangona</u></p> <p><u>Musical activities</u> a. Flexible Games b. Vocal warm-ups and start to learn the song Ho Ho Ho</p> <p><u>performance</u></p>	<p><u>Safe Relationships</u> <u>WALT:</u> know what bullying is and different types of bullying</p> <p><u>Knowledge recap</u>-show picture scenario cards. What bullying do they show? Make connections with prior</p>	<p><u>Head, Shoulders, Knees and Toes Algorithms:</u></p> <p>WALT: To know how to follow and give instructions in an accurate sequence.</p> <p>Teach children how to follow instructions; create sequences of instructions</p>



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	<p>WALT Analyse another pair's performance</p> <p>Warm up Leap from imaginary rocks from one to another, leap in zig-zag patterns and turning in different directions.</p> <p>Development – teach a simple phrase of movement to represent the sea</p> <p>Composition Work with a partner to repeat and refine movement phrase</p> <p>Evaluation -children evaluate movements and performances throughout the lesson</p>	<p>WALT Analyse another pair's performance</p> <p>Warm up How many leaps does it take across the room to escape the sharks.</p> <p>Development – teach a simple phrase moving calmly and gently and building up to the waves crashing against the shore</p> <p>Composition Refer to the sea and how it moves offshore and on to the shore, how the sea can be calm at times and yet get angry at others.</p> <p>Evaluation -children evaluate movements and performances throughout the lesson</p>	<p>Sing the song</p> <p>Knowledge To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style</p> <p>Skill To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea.</p>	<p>knowledge. Joking, teasing, bullying</p> <p>What do we know about bullying? Is bullying... give examples of scenarios together discuss if it is bullying or not bullying.</p> <p>Teach bullying is a type of unkind behaviour, such as being mean to others on purpose. Sometimes, people who bully others may be feeling sad or angry and might take their negative feelings out on other people. By being responsible citizens we can choose to be kind to others and help stop bullying</p> <p>Children draw and write about the different types of bullying verbal, physical and teasing. Children use drama to act out scenarios.</p>	<p>for others to follow; find and correct errors in sequence of instructions; use repetition in a sequence of instructions.</p>
2	<p>FISH WALT: work individually to explore movements associated with fish, using a poem as a stimulus</p> <p>WALT: be encouraged to use changes in direction, speed and dynamics</p>	<p>FISH WALT: work individually to explore movements associated with fish, using a poem as a stimulus</p> <p>WALT: be encouraged to use changes in direction, speed and dynamics</p>	<p>Listen and appraise Choose your own listening resource Ho Ho Ho by Joanna Mangona</p> <p>Musical activities a. Flexible Games b. Vocal warm-ups and sing the song</p>	<p>Safe Relationships WALT: Know how someone may feel If they are being bullied</p> <p>Knowledge Recap Name examples of bullying.</p>	<p>Cake Shopping List: WALT: Select only the important information needed</p> <p>Knowledge recap- children follow the</p>



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	<p>WALT work in small group to explore various pathways</p> <p>WALT perform and evaluate others in small groups</p> <p>Warm up Show a shape like a fish and children move freely in space</p> <p>Development – lead the class around the room. Children stay together as a shoal and move like a fish</p> <p>Composition Split into 4 equal group. Children move across a pathways like a shoal.</p> <p>Evaluation -children evaluate movements and performances throughout the lesson</p>	<p>WALT work in small group to explore various pathways</p> <p>WALT perform and evaluate others in small groups</p> <p>Warm up Play a game. Children move around like fish at different speeds and directions</p> <p>Development – children move together in a huddle and direct their movement like a conductor</p> <p>Composition Split into 4 equal group. Groups to dart around and come back together as a shoal changing direction and avoiding other shoals.</p> <p>Evaluation -children evaluate movements and performances throughout the lesson</p>	<p>Ho Ho Ho c. Play instrumental parts</p> <p>performance sing the song and play instrumental parts within the song</p>	<p>Teach the children that there are effects of bullying and it can make children act and feel in different ways</p> <p>https://www.bbc.co.uk/bitesize/topics/zhfdjsg/articles/zj9h6g8</p> <p>Teach the children that there are effects of bullying and it can make children act and feel in different ways.</p> <p>Discuss examples of how people might feel in different situations. Use emotion cards to support feelings.</p>	<p>instructions from activity last lesson</p> <p>In this lesson, pupils identify the ingredients they need to make a cake and create a shopping list. In doing so, they develop their skills of abstraction. This lesson also develops understanding of algorithms.</p>
3	<p>Jellyfish and starfish WALT work individually to explore shapes and movements associated with jellyfish ad starfish using a poem as a stimulus</p>	<p>Jellyfish and starfish WALT work individually to explore shapes and movements associated with jellyfish ad starfish using a poem as a stimulus</p>	<p>Listen and appraise Bring Him Back Home (Nelson Mandela) by Hugh Masekela Ho Ho Ho by Joanna Mangona</p> <p>Musical activities</p>	<p>Safe Relationships WALT: Understand between happy surprises and secrets that make us feel uncomfortable or worried.</p>	<p>3) Spelling Rules: WALT:know what an algorithm is; WALT: understand that rules can be thought of as algorithms;</p>



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	<p>Walt: explore big and small shapes and link with methods of travelling to produce a sequence</p> <p>Walt: repeat and perform sequences WALT evaluate other's work</p> <p>Warm up Children travel around the space on the command star stop and perform a star fish then they wiggle like a jellyfish</p> <p>Development Teach children different shapes for jellyfish and starfish</p> <p>Composition Split the class into 2 equal groups. One group are jellyfish and one are starfish they select the shapes taught and put them together.</p> <p>Evaluate Children evaluate and improve their and other children's sequences</p>	<p>Walt: explore big and small shapes and link with methods of travelling to produce a sequence</p> <p>Walt: repeat and perform sequences WALT evaluate other's work</p> <p>Warm up Discuss and create body tension and extension of body parts</p> <p>Development Teach children how jellyfish and starfish travel through the water making themselves bigger and Expanding and pushing through the water</p> <p>Composition Split the class into 2 equal groups. Children practise and repeat phrases in different positions</p> <p>Evaluate Children evaluate and improve their and other children's sequences</p>	<p>a. Flexible Games b. Vocal warm-ups and sing the song Ho Ho Ho c. Play instrumental parts</p> <p>performance Sing the song and play instrumental parts within the song</p>	<p>WALT: know how to get help</p> <p>Knowledge Recap Look at the pictures of different incidents. Children decide how the person in the picture might feel e.g a child shouting at another child.</p> <p>Teach -How is a secret different from a surprise? Discuss What does it mean to keep a secret? Are there different kinds of secrets?</p> <p>Discuss different kinds of secretes and surprises. How would you feel if...? If you were asked to keep a secret about a party? If you were asked to keep a secret about a present? If you were asked to keep a secret about someone who is hurt? etc Paired task</p> <p>Children sort the scenario cards into good or bad secrets.</p>	<p>WALT predict what a simple algorithm will do by using a rule.</p> <p>Knowledge recap – look at the ingredients for making a cake. True or false. I need...tell the children what you need and they decide if it is true or false.</p> <p>In this this short spelling activity, pupils explore the graphemes for a particular phoneme (its spelling rules), as chosen by the class teacher. They start to understand what algorithms are, and use logical reasoning to predict the behaviour of simple algorithms.</p>
4	Octopus WALT	Octopus WALT	Listen and appraise	Safe Relationships	Story Sequencing



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<p>Perform a sequence with a partner based on the octopus WALT Explore the concept of mirroring and gesture using images and poem WALT explore and develop precise movements and the importance of working together</p> <p>Warm up In pairs children perform gestures and hold still shapes</p> <p>Development Teach children how to mirror movements with a partner using the octopus moves</p> <p>Composition Use the movements children have practiced to compose a short phrase that includes: Travel, turn, arm gesture and leg gesture</p> <p>Evaluate Children evaluate and observe: Mirroring, are they in time? Are children using the same arm or leg? Did they include a turn? Did they include a travel?</p>	<p>Perform a sequence with a partner based on the octopus WALT Explore the concept of mirroring and gesture using images and poem WALT explore and develop precise movements and the importance of working together</p> <p>Warm up In pairs give the children instructions to follow for an octopus</p> <p>Development Teach children how to mirror movements and explore how they travel, stay together, and back to back work.</p> <p>Composition Use the movements children have practiced to compose a short phrase that includes: Travel, turn, arm gesture and leg gesture</p> <p>Evaluate Children evaluate and observe: Mirroring, are they in time? Are children using the same arm or leg? Did they include a turn? Did they include a travel?</p>	<p>suspicious Minds by Elvis Presley Ho Ho Ho by Joanna Mangona</p> <p>musical activities a. Flexible Games b. Sing the song Ho Ho Ho c. Play instrumental parts</p> <p>Performance sing the song and play instrumental parts within the song</p>	<p>WALT: know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>WALT: know how to ask for help if I feel unsafe or worried and what vocabulary to use</p> <p>Knowledge Recap On the board show statements. Are these secrets that should be kept or are they god surprises. Children decide and discuss.</p> <p>What do we mean by resisting pressure to do something? Look at scenarios Tom asks Sam to take the football off the girls who are playing with it. Is this right or wrong? Why? Discuss lots of scenarios relating to home, community and school. If we feel uncomfortable about something we are asked to do, what could we do? Who could we talk to. Discuss. Children to make a poster expressing what to do if we don't feel comfortable doing something that we have been asked to do.</p>	<p>WALT: Identify key information and events (e.g. parts of a story or song) and sequence them;</p> <p>WALT: Understand that the order of events is important.</p> <p>Knowledge recap Give a set of drawing instructions. Were they easy to follow? Why do we need sets of instructions?/rules?</p> <p>In this lesson, pupils will identify and sequence events from a familiar story or song. In this way, they will learn that the order of events is important.</p>
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<p>5</p>	<p>All creatures WALT Perform a sequence with a partner based on the sea and all creatures taught so far</p> <p>WALT Explore the concept of mirroring and gesture using images and poem WALT explore and develop precise movements and the importance of working together</p> <p>Warm up Move around in a shape creature of your choice</p> <p>Development Teach children how to move and transition from creature to creature</p> <p>Composition Use the movements children have practiced to compose a short phrase that includes all creatures taught so far: Travel, turn, arm gesture and leg gesture</p> <p>Evaluate Children evaluate and observe:</p>	<p>Continuation from previous session WALT Perform a sequence with a partner based on the sea and all creatures taught so far</p> <p>WALT Explore the concept of mirroring and gesture using images and poem WALT explore and develop precise movements and the importance of working together</p> <p>Warm up Move around in a shape creature of your choice</p> <p>Development Teach children how to move and transition from creature to creature</p> <p>Composition Use the movements children have practiced to compose a short phrase that includes all creatures taught so far: Travel, turn, arm gesture and leg gesture</p> <p>Evaluate Children evaluate and observe: Mirroring, are they in time? Are children using the same</p>	<p>Listen and appraise Sir Duke by Stevie Wonder</p> <p>Musical activities a. Flexible Games b. Sing the song Ho Ho Ho c. Play instrumental parts</p> <p>Performance choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Respecting ourselves and others WALT: To know about the things we have in common with our friends, classmates and other people</p> <p>WALT: know how friends can have similarities and differences</p> <p>Knowledge Recap Look at the scenario statements about resisting pressure. Should you let it happen or seek help? Who would you seek help from?</p> <p>What do we have in common with our friends? What do we mean by that?</p> <p>Discuss things that we have in common, Hobbies, gifts/talents, family groups, Make a class list</p> <p>Children to create their own sheet of the things they have in common with their friends classmates and other people</p>	<p>River Crossing WALT: Use logical reasoning skills to solve a problem.</p> <p>Knowledge recap Show part of the story from Jack and the beanstalk. Is this correct? If we were retelling the story would this be in the correct order? Why does it need to be in order to tell the story?</p> <p>In this lesson, pupils solve the traditional problem of a farmer trying to get a chicken, fox and corn across a river by acting it out. In doing so, they develop their logical reasoning skills. This lesson can also use the activity to develop understanding of algorithms, decomposition and debugging.</p>
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	Mirroring, are they in time? Are children using the same arm or leg? Did they include a turn? Did they include a travel?	arm or leg? Did they include a turn? Did they include a travel?			
6	<p><u>WALT: Develop a class performance</u></p> <p>Children get into groups and use their knowledge and skills from all previous lessons to create a group performance of the different sea creatures.</p> <p>Bring these groups together to develop a class performance based on the movements for the different sea creatures.</p> <p>Movement still, away from partners, expanding and pushing and stretching In shoals and individually</p>	<p><u>WALT: Develop a class performance</u></p> <p>From last lesson children practise their movements. They use their knowledge and skills about the different sea creatures - Movement still, away from partners, expanding and pushing and stretching In shoals and individually.</p>	<p><u>Listen and appraise</u></p> <p>Fly Me to the Moon by Frank Sinatra Ho Ho Ho by Joanna Mangona</p> <p>Musical Activities Flexible Games b. Sing the song Ho Ho Ho c. Play instrumental parts</p> <p>Performance Prepare for the end-of-unit performance</p>	<p><u>Respecting ourselves and others</u></p> <p><u>WALT:</u> know how to play and work cooperatively in different groups and situations</p> <p><u>Knowledge Recap</u> With your partner what do you have in common with them? How are you different?</p> <p>What do we mean by play cooperatively? Explain How can we play cooperatively?</p> <p>Make a class list and discuss.</p> <p>Children create a leaflet to show Year 1 how to play cooperatively.</p>	<p><u>World Map Logic</u></p> <p>WALT: predict what a program will do and explain why you think this.</p> <p>Knowledge recap A set of instructions helps to... Steps need to be in order because...</p> <p>In this activity, pupils look at sequences of commands to predict what they do. They use logical reasoning to explain their predictions before programming and testing their commands to see if their predictions are correct.</p>
7	<p><u>WALT:</u> Develop a class performance <u>WALT</u> Analyse a performance</p>	<p><u>WALT:</u> Perform a whole class dance <u>WALT</u> Analyse a performance</p>	<p><u>End of unit performance</u></p> <p>Performance - Ho Ho Ho: Perform and share what has taken place through the unit.</p>	<p><u>Respecting ourselves and others</u></p> <p><u>WALT:</u> To know how to share my ideas and listen to others <u>WALT:</u> know how to take</p>	<p><u>World Map Logic Continued</u></p> <p>WALT: predict what a program will do and explain why you think this.</p>



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	<p>As a class put together the whole class performance about the different sea creatures learnt over the term. Children show:</p> <ul style="list-style-type: none">• A sequence of shapes considering -travel, turn, arm gesture and leg gesture• Demonstrate big and small shapes and link with methods of travelling to produce a sequence• changes in direction, speed and dynamics• Mirroring	<p>Perform the whole class Dance to other children</p> <p>Children show:</p> <ul style="list-style-type: none">• A sequence of shapes considering -travel, turn, arm gesture and leg gesture• Demonstrate big and small shapes and link with methods of travelling to produce a sequence• changes in direction, speed and dynamics• Mirroring	<p>Children evaluate their performances,</p>	<p>part in discussions and give reasons for my views</p> <p>Knowledge recap Look at the pictures. Are these showing playing cooperatively? Why? Why not?</p> <p>Ask and teach. What makes a good class mate? Listening to others? Why is it important to listen to other people? How do we show we are listening? How does it feel if someone doesn't show they are listening? Discuss What are the good characteristics of someone listening? Eye contact, face the person, Scenarios... is this good listening? Model practical examples Make a class poster – of how to show good listening and share ideas. Display around the room.</p>	<p>In this activity, pupils look at sequences of commands to predict what they do. They use logical reasoning to explain their predictions before programming and testing their commands to see if their predictions are correct.</p>
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