



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 1**

Week	PE 1	PE 2	Music	PSHE	Computing
	Gymnastics  'Linking'	Gymnastics  'Linking'	Charanga I Wanna Play in a Band Rock Playing together in a band	Living in the Wider World – Belonging to a community. Belonging to a community/group; roles and responsibilities	PowerPoint presentations (IT) Staying safe online (DL) (Project Evolve) <b>Spring:</b> Managing online information; Online reputation Privacy & security
National Curriculum	To master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	To master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	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		understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  use technology purposefully to create, organise, store, manipulate and retrieve digital content
1	What do pupils remember from year 1?  WALT: apply 'champion gymnastics' to explore different movements that pupils can link together.  <b>Developing 'linking'</b> Pupils start to explore different ways they could move or balance after a roll. Pupils start by rolling on a mat (any way they like safely). Use all the mats and have as few pupils as possible sharing. Ask pupils to roll and move one at a time taking it in turns. Look for flow	Continue from last lesson Assess What parts of their bodies can pupils move on?  Can pupils move out of a roll with either a balance or move?  If pupils make a shape is it a champion shape?  Can pupils ensure their movements are 'Champion' movements?  Do pupils understand what a champion is?	<b>Listen and appraise</b> I Wanna Play In A Band by Joanna Mangona <b>Musical activities</b> a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band b. Flexible Games (an optional extension activity) c. Learn to Sing the Song  <b>performance</b> Performance - I Wanna Play In A Band : Perform and share what has taken place in today's lesson - sing the song. <b>Knowledge</b> To know five songs off by heart.	<b>Knowledge recap-</b> What is a community? What/who is in our community?  <b>WALT:</b> understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups  How does being part of a group make us feel? Discuss each scenario – school, home. Do we feel different when we are in these different groups or places? E,G being at home with the family, at school or in our faith group?	WALT: Use technology safely and respectfully.  Revise skills from previous unit and learn to create folders. Use basic computer skills. Use folder.  <b>Knowledge recap</b> Ask some children to demonstrate any of the following skills: Minimize and restore windows Resize and move windows Go to their folder Save work into their folder Open work from their folder



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	<p>from one movement to the other.</p> <p><b>Exploring ways of moving into a roll</b> Guide pupils if they need ideas or use HA demonstrations once you present the challenge: Look at different movements pupils could do that then lead into a roll.</p> <p>Possible links: Jump then roll, slide then roll, etc. Make sure that the movements pupils choose link together and incorporate 'flow.'</p> <p><b>Pair links</b> Working with a partner, pupils watch each others' movement and roll combination.</p>	<p>Do pupils understand what linking is and how to link?</p>	<ul style="list-style-type: none"> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> </ul> <p><b>Skill</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> <li>• To learn how songs can tell a story or describe an idea.</li> </ul>	<p>Children to identify places that they belong</p>	<p>Task: Side by Side A: Ask the children to load a picture from the network or the Internet and a graphics application and to have both windows side by side on the screen. Children look at the image and copy it in the graphics application.</p>
2	<p>WALT: to apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus</p> <p><b>Developing 'linking' on apparatus</b> Pupils start to explore different ways they could move or balance after a roll using the apparatus. Pupils can select where to work, so set the apparatus up without any need for zones. It is better for their creativity to let pupils select where they would like to work.</p>	<p>Continue from last lesson</p> <p>What parts of their bodies can pupils move on?</p> <p>Can pupils ensure their movements are 'Champion' movements?</p> <p>Can pupils move out of a roll with either a balance or move?</p> <p>Can pupils ensure their movements still have flow now they are on apparatus?</p> <p>If pupils make a shape is it a champion shape?</p> <p>Do pupils understand what a</p>	<p><b>Listen and Appraise</b> - We Will Rock You by Queen : Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> <li>• Listen and Appraise - I Wanna Play In A Band (if you want to) : How are the songs different, how are they similar?</li> </ul> <p>Musical activities Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band</p>	<p><b>Knowledge recap</b> Children recall the different groups they belong to and how this feels to belong.</p> <p>WALT: about different rights and responsibilities that we have in school and the wider Community</p> <p>Discuss rights and responsibilities - Rights are needs or the things that we should all have. These are things like the right to learn by going to school, or the right to be safe. We also have responsibilities. These are things we are expected to do, such as</p>	<p>What is a presentation?</p> <p><b>Knowledge recap</b> How can we access our folders? How can we split the screen and copy a picture we want?</p> <p>WALT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Allow the children to look at some themselves and discuss the features, asking the children to identify the main features of each presentation.</p>



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	<p><b><u>Exploring ways of moving into a roll on</u></b></p> <p><b>apparatus</b> Guide pupils if they need ideas or use HA ideas once you present the challenge: Look at different movements pupils could do, that then lead into a roll.</p> <p>Pair links on apparatus Working with a partner, pupils watch each others' movement and roll combination ideas that they have created on apparatus. Can they create a movement combination together that they perform one after the other? If they choose to jump then roll, partner one performs the jump then roll, followed by partner 2.</p>	<p>champion is?</p> <p>Do pupils understand what linking is and how we link?</p> <p>What parts of their bodies can pupils use to roll?</p>	<p>b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - I Wanna Play In A Band : Continue to sing the song. d. Play Your Instruments with the Song : New Musical Activity.</p> <p>Performance - I Wanna Play In A Band : Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song</p>	<p>following rules or being kind and helpful to others.</p> <p>Children identify what they are responsible for.</p>	<p>Children will prepare a presentation on an aspect of their learning</p>
3	<p>WALT: to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p> <p><b><u>Introducing 'jump, sink down, roll, balance'</u></b> Pupils work using mats. As per suggested sequence of learning part 1, use all the mats and have as few pupils as possible sharing mats. Ask pupils to perform a pattern, one pupil at a time, taking it in turns. Look for flow from one movement to the other. HA examples are essential and pupils should be able to tell</p>	<p>What parts of their bodies can pupils move on? Can pupils move from a jump into a roll and finish with their balance?</p> <p>Can pupils ensure their movements are 'Champion' movements?</p> <p>If pupils make a shape is it a champion shape?</p> <p>Can pupils move out of a roll with either a balance or move? Do pupils understand what a champion is?</p>	<p><b><u>Listen and Appraise</u></b> - Smoke On The Water by Deep Purple : Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>● Listen and Appraise - I Wanna Play In A Band (if you want to) : How are the songs different, how are they similar?</p> <p><b><u>Musical Activities</u></b></p>	<p><b><u>Knowledge recap</u></b> Children recall the rights and responsibilities they have.</p> <p>WALT: understand about how a community can help people from different groups to feel included</p> <p>Ask the children to sit in a circle. Go around the circle, asking children to respond to the question 'what groups or communities do you belong to?' by completing the sentence 'I belong to...'. List the various groups and communities the children feel they belong to</p>	<p><b><u>Knowledge recap</u></b> Children access files from previous lesson and remind themselves of the layout of a powerpoint presentation</p> <p>New Slide Layout</p> <p>WALT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>WALT: create a simple presentation with text.</p>



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	<p>you why its a champion performance when questioned.</p> <p><b>Creating their own movement ideas</b> Pupils can now select their own movements to put at the start of the pattern. Pupils need to think about what movements flow well into a jump. This means the sequence pattern will start with pupils' own choice of movement, followed by a jump, sink down into a roll and conclude with a balance.</p> <p><b>Peer Assessment</b> Working with a partner, pupils should watch each other's sequences and provide some feedback. This can be comments on the quality of the performance, as well as any ideas to make the sequence more interesting with different movement or balance ideas.</p>	<p>Do pupils understand what linking is and how we link? Do pupils understand what flow is? Have pupils got ideas for moving at the start of the sequence?</p>	<p>a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - I Wanna Play In A Band : 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</p> <p><b>Performance</b> - I Wanna Play In A Band : Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.</p>	<p>explore what makes a happy community and what rules are and how they help communities be successful. Invite children to share their thoughts in response to the given questions. Split the class into small groups. Distribute one set of the School Community Picture Sorting Cards per group. Within their groups, ask children to discuss what is happening in each picture and then to work as a group to sort them into actions that are helpful to the school community and those that are not helpful to the community.</p>	<p>Children learn how to open a presentation, choose slides and create information for a purpose.</p>
4	<p>WALT:to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p> <p>Show What You Know (Warm Up) pupils warm up moving around demonstrating moving high, low, wide, narrow and curled. Can pupils create a variety of movements?</p> <p><b>Applying the following sequence to apparatus:</b></p>	<p>What parts of their bodies can pupils move on?  Can pupils ensure their movements are 'Champion' movements?  Can pupils move out of a roll with either a balance or movement?  If pupils make a shape is it a champion shape?  Can pupils move from a jump into a roll and finish with their</p>	<p><b>Listen and Appraise</b> - Rockin' All Over The World by Status Quo : Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>● Listen and Appraise - I Wanna Play In A Band (if you want to) : How are the songs different, how are they similar?</p>	<p><b>Knowledge recap</b> Children recall how a community can help people.</p> <p>WALT:recognise that we are all equal, and ways which we are the same and different to others</p> <p>Children explore together how we are similar and different. Ask children what the school might be like if every child shared similar characteristics and discuss how life would be rather uninteresting if everyone were the same</p>	<p><b>Knowledge recap</b> Children open and read their presentations from last lesson.</p> <p><b>Add and format and image</b></p> <p>WALT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. WALT: add and format an image.</p>



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	<p><b><u>Jump, roll, balance.</u></b> Pupils perform the following combination of movements into a sequence, jump, sink down, roll and balance. Pupils select where to work, set the apparatus up without any zones. It is better for their creativity to let pupils select where they would like to work. Any really creative ways of linking should be used as demonstrations to progress learning, e.g. jumping off one piece of apparatus onto another, rolling on a bench or off a bench, cartwheels over benches.</p> <p><b><u>Creating their own movement ideas on apparatus</u></b> Pupils can now select their own movements to put at the start of the pattern. Pupils need to think about what movements flow well into a jump on apparatus. This means the sequence pattern will start with pupils' own choice of movement, followed by a jump, sink down into a roll and conclude with a balance.</p> <p><b><u>Peer Assessment</u></b> Working with a partner, pupils should watch each other's sequences and provide some feedback. This can be comments on the quality of the performance, as well as any ideas to make the sequence more interesting with different movement or balance ideas.</p>	<p>balance?</p> <p>Do pupils understand what a champion is?</p> <p>Do pupils understand what linking is and how we link?</p> <p>Do pupils understand what flow is?</p> <p>Have pupils got ideas for moving at the start of the sequence?</p>	<p><b><u>Musical activities.</u></b> Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band b. Flexible Games (an optional extension activity) c. Learn to Sing the Song - I Wanna Play In A Band : Sing the song. d. Play Your Instruments with the Song : Option to revisit your learning from the last step. e. Improvise with the Song : Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation). f. Compose with the Song : New Musical Activity for this step.</p> <p><b><u>Performance</u></b> - I Wanna Play In A Band : Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song</p>		<p>Children open a presentation and learn how to insert an image. They choose images to insert and resize the image. Children decide what sizes look good in their presentations.</p>
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<p>5</p>	<p>WALT: to apply 'champion gymnastics' to create their own sequences.</p> <p><b>Show What You Know (Warm Up)</b> Based on suggested sequence of learning part 4, pupils warm up moving on apparatus demonstrating high, low, wide, narrow and curled movements. Can pupils create a variety of movements?</p> <p><b>Linking 3 movements and one balance on</b></p> <p><b>apparatus</b> Pupils select where to work. Set the apparatus up without any need for zones. It is better for their creativity to let pupils select where they would like to work. Pupils are going to create their own sequence pattern of 3 movements and a balance. Pupils can use any combination of movements.</p> <p><b>Peer assessment through partner work</b> Place more able pupils with less able pupils to aid the development of the sequences. Let them have a go at looking at each others work and giving them one or two things to focus on, for example could you see flow? Was there extension? Were their balances still?</p>	<p>What parts of their bodies can pupils move on?</p> <p>Can pupils ensure their movements are, 'champion' movements?</p> <p>When pupils make a shape is it a, 'champion' shape?</p> <p>Can pupils move from a jump into a roll and finish with their balance?</p> <p>Do pupils understand what a champion is?</p> <p>Do pupils understand what linking is and how we link?</p> <p>Do pupils understand what flow is?</p> <p>Have pupils got ideas for moving at the start of the sequence?</p>	<p><b>Listen and Appraise</b> (begin to recognise the basic style indicators of Rock music)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Johnny B. Goode by Chuck Berry : Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Listen and Appraise - I Wanna Play In A Band (if you want to) : How are the songs different, how are they similar?</li> </ul> <p><b>Musical activities</b> 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <ol style="list-style-type: none"> <li>Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band</li> <li>Flexible Games (an optional extension activity)</li> <li>Learn to Sing the Song - I Wanna Play In A Band : Sing the song.</li> <li>Play Your Instruments with the Song : Revisit this activity.</li> <li>Improvise with the Song : Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).</li> <li>Compose with the Song : Option to revisit this activity</li> </ol>	<p><b>Knowledge recap</b> Children give reasons how we are all similar and different to each other</p> <p>Walt: know about the ways people can access the internet e.g phones, tablets, computers</p> <p>WALT: recognise the purpose and value of the internet in everyday life</p> <p>Children explore ways that the internet can be accessed.</p> <p>They learn why we need the internet. How the internet helps us.</p> <p>Children explore- What if the internet stops working? What problems would we face?</p>	<p><b>Knowledge recap</b> Children recall how to insert an image into their presentation.</p> <p><b>Re-order slides</b></p> <p>WALT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>WALT: reorder slides and present a presentation.</p> <p>Children learn the importance of an order for a presentation. They learn how to move slides around to fit a purpose.</p>
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			<p><b>Performance</b> - I Wanna Play In A Band : Perform and share what has taken place in today's lesson. Choose what you perform today</p>		
6	<p>WALT: perform their completed sequences.</p> <p>This is an opportunity for teacher assessment and pupils to experience performing their work.</p> <p><b>Show What You Know (Warm Up)</b> Pupils move around the hall, showing different ways they can move their bodies showing what we know to start the lesson. Can pupils create a variety of movements?</p> <p><b>Final practice of sequences on apparatus</b> <b>Performance with peer and teacher assessment</b> Pupils observe each other's performances providing constructive feedback focusing on the quality of the performance, as well as any ideas to make the sequence more interesting with different movement or balance ideas.</p> <p><b>Linking extension on apparatus</b></p>	<p>Continue from previous lesson - assess What parts of their bodies can pupils move on?</p> <p>Can pupils ensure their movements are 'champion' movements?</p> <p>When pupils make a shape is it a, 'champion' shape?</p> <p>Do pupils understand what a champion is?</p> <p>Do pupils understand what linking is and how we link?</p> <p>Do pupils understand what flow is?</p> <p>Have pupils got ideas for moving at the start of the sequence?</p> <p>Can pupils listen to each others ideas?</p>	<p><b>Listen and Appraise</b> - I Saw Her Standing There by The Beatles: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>• Listen and Appraise - I Wanna Play In A Band (if you want to) : How are the songs different, how are they similar?</p> <p><b>Musical Activities</b> Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band b. Flexible Games (an optional extension activity). c. Learn to Sing the Song - I Wanna Play In A Band : Sing the song. d. Play your Instruments with the Song : Revisit this activity. e. Improvise with the Song : Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). f. Compose with the Song :</p> <p><b>Performance</b> - I Wanna Play In A Band : Perform and share what has taken place in today's lesson. Choose what you perform today.</p>	<p><b>Knowledge recap</b> Where is the internet? Where can it be accessed? How? Why?</p> <p>WALT: recognise that some content on the internet is factual and some is for our entertainment eg news, games, videos</p> <p>WALT: know that information online might not always be true</p> <p>Children discuss the different ways we might see information on the Internet. What we need information for. They explore what is for entertainment purposes and what information is important to us.</p> <p>Children learn how and why information on the internet might not always be true.</p>	<p><b>Knowledge recap</b> Children explain reasons on the importance of reording slides and how to do this.</p> <p>Searching and printing</p> <p>WALT: Use technology safely and respectfully. Children will learn simple searching and printing options. Walt: search and print.</p> <p>Children search for the files created today and last week. With the files created today, children to look for the different print options: Choose a different printer if there is one Print in black and white Print selected pages Print double sided</p>



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