

Year 2 LTP 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Unit A Old Testament: Stories and Prayers	Unit B Sharing in the life of Jesus Unit C Advent Unit D Christmas	Unit D Christmas Unit E Parables and Miracles Unit F Special Celebrations	Unit G Lent Unit H Holy Week Unit L The Mass	Unit I Easter Unit J Pentecost	Unit K Our Church Multi-faith week
English	<u>Mixed Up Fairy Tales</u> The Great Fairy Tale Disaster Seriously Cinderella is so Annoying Red Riding Hood was Rotten Goldilocks and just the one bear	<u>Traction Man</u>	<u>The Disgusting Sandwich</u>	<u>Meerkat mail</u>	<u>Pumpkin Soup</u>	<u>Wanted the Perfet Pet</u>

Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics	Geometry: Properties of Shape Number: Fractions	Measurement: Length and Height Geometry: Position and Direction Consolidation and Problem Solving	Measurement: Time Measurement: Mass/capacity/temperature
Music	Music Express Ourselves-exploring sounds Toys- beat	Music Express Our Land- exploring sounds Our Bodies-beat	Music Express Animals- pitch Number--beat	Music Express Story Time- exploring sounds Seasons-pitch	Music Express Weather-exploring sounds Pattern-beat	Music Express Water-pitch Travel-performance
PE	Large Ball Skills Dance	Small Ball Skills Gymnastics	Gymnastics Dance Games	Gymnastics Dance Games	Gymnastics Dance Games	Gymnastics Dance Games
PSHEC	Let the Children Come Thrive	Let the children come Thrive	I am Unique Girls and Boys Clean & Healthy Thrive	Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry Thrive	The Cycle of Life Thrive	Three in One Who Is My Neighbour? The Communities We Live In Thrive
ICT	Internet safety Computing Systems and networks	Creating Media Digital Photography	Creating Media Making Music	Data and information pictograms	Programing a robot algorithms	Programing an introduction to quizzes

<u>IPC TOPIC</u>	The Circus is coming to town	Superhuman	Ready Steady Cook	What a Wonderful World Over 2 half terms	What a Wonderful World	Dead or Alive
<p>History Geography & Science</p>	<p>Circus past and present/ include debate on animals Historical understanding, he/she can describe the similarities and differences between life during a time in the past and life today.</p> <p><u>Materials</u></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses</p>	<p>Mary Seacole/Florence Nightingale/Rosa Parks</p> <p>Historical understanding, he/she can use pictures and role play to tell stories from the past. Historical understanding, he/she can place events and objects in chronological order. Mary Seacole timeline Historical understanding, he/she can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g., before, after a long time ago, past.</p> <p><u>Animals Including Humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Healthy lunch box Eat Well Plate</p>	<p>Amelia Earhart Periods in history he/she can discuss some significant historical events, people and places in his/her own locality. (Forge Mill) Historical understanding, he/she can place events and objects in chronological order. Airplane timeline</p>	<p>Place Knowledge He/she understands about basic geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork he/she can use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork he/she can use aerial photographs to recognise basic human and physical features.</p> <p>Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g., beach, coast, mountain,</p>	<p>Bug hotels/Bug Hunts</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats</p>

		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Glitter investigation			sea, ocean, river, season and weather. Locational Knowledge Name and locate the world's 7 continents and 5 oceans	
Science Working Scientifically	Recognise that questions can be answered in different ways, (Pupil can suggest different ways of answering a question, e.g., testing the suitability of materials for different purposes.	Exercise Investigation Ask simple questions. Perform simple tests Bread investigation Observe closely, using simple equipment Record and communicate their findings in a range of ways and begin to use simple scientific language	Ask simple questions. Recognise that questions can be answered in different ways (^) Observe closely, using simple equipment LINK Perform simple tests Record and communicate their findings in a range of ways and begin to use simple scientific language identify and classify Gather and record data to help answer questions Use their observations and ideas to suggest answers to questions	Melting Ice Investigation Observe closely, using simple equipment LINK Perform simple tests Record and communicate their findings in a range of ways and begin to use simple scientific language		
Art and DT	Sad clown faces by Alice Neel Picasso Cubism Art in Context/History	Andy Warhol Art in Context/History he/she can describe differences and	Carl Warner vegetable landscapes Guiseppe Arcimboldo Fruit & Veg faces	Developing/ Applying Ideas he/she can show his/her ideas/imagination		Draw their Perfect pet using:

	<p>he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.</p> <p>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.</p> <p>Design make and evaluate a big top.</p> <p>Through exploring and assembly he/she can find ways to make his/her structures more stable, so they are freestanding. e.g. The use of a base, overlapping joints.</p>	<p>similarities between drawings, paintings and sculptures by well-known artists and designers.</p> <p>Make he/she can colour fabrics using paints to print and paint. Making Christmas Paper</p> <p>Design and make and evaluate a sock toy.</p> <p>Make he/she can decorate textiles using buttons, beads, sequins, braids & ribbons.</p>	<p>Sculpture he/she can make a model using natural and manmade materials to show a simple idea or using his/her imagination</p> <p>Sculpture he/she can explain how they are making his/her sculpture.</p> <p>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.</p> <p>Vegetable printing Design and prepare a Salad? Fruit peacocks/animal toast.</p> <p>Food he/she can name foods from each section of the Eatwell plate and understands they should eat at least 5 portions of fruit and veg each day.</p> <p>Plasticine Healthy plate Food he/she understands that food comes from plants and animals and must be farmed, grown or caught.</p> <p>Food he/she can use the right tools to peel, grate and chop.</p>	<p>through drawing, painting and sculpture and produce simple designs.</p> <p>Design, make and evaluate an aeroplane.</p> <p>Make he/she can independently cut wood/dowelling using a hacksaw and bench hook</p> <p>Make he/she can roll, fold, tear and cut paper and card.</p>		<p>Drawing he/she can use different types of pens to make different types of line.</p> <p>Minibeasts:</p> <p>Drawing he/she can use charcoal pieces to create different lines, large sweeping movements</p>
--	---	---	--	--	--	---

			Food he/she can read a simple scale to measure and weigh out ingredients.			
--	--	--	---	--	--	--