



**Year 2 LTP 2022/23**

	Autumn term		Spring term		Summer term
	Autumn 1	Autumn 2	Spring 1	Spring 2	
Topic	<b>Happy Homes</b>	<b>Great Fire of London</b>	<b>Marvellous Medicines</b>	<b>Chocolate</b>	<b>The Great Outdoors</b>
Brilliant Beginning	Animal Invasion	Baking Bread	Germ Experiment	Golden Ticket	Caterpillars Arrive
Marvellous middle	Make Bird Pud Trip to The Wetland Centre	Burning boxes	Victorian objects	Taste Session	Butterflies Hatch
Fantastic finale	DT Day - Making a Bug Hotel	Great Fire of London Day	Hospital	Presentation to Willy Wonka	Release the Butterflies Leavers Assembly
English	<p>Texts: Rainbow Fish, The Journey home Non-fiction texts - habitats, animals, plants</p> <p>Bird Pud Instructions</p> <p>Poetry - Animal Voices</p>	<p>Non-fiction texts - Great Fire of London</p> <p>Diary entries Persuasive letter Visual literacy</p> <p>Poetry - Great Fire Of London</p>	<p>Text: Look Up! Flat Stanley Non fiction texts - Mary Seacole and Florence Nightingale</p> <p>Character descriptions</p> <p>Poetry - Would You Rather?</p>	<p>Text: Charlie and the Chocolate Factory, The Story of Chocolate Book Week Non fiction texts - Brazil, England, Atlas</p> <p>Creative writing Instructions</p> <p>Poetry - Mnemonic poems</p>	<p>Text: The Lonely Beast, Hummingbird Non-fiction texts - Healthy Living, Life Cycles</p> <p>Persuasive letter Butterfly writing Creative writing Visual literacy Poetry</p>
Maths	<p>Place value Addition Subtraction Length and height Estimation</p>	<p>Inverse and missing numbers Weight Money Multiplication and division</p>	<p>Multiplication and division Shape and symmetry Fractions Estimation</p>	<p>Maths Day Time Direction and position Money Scales, including temperature Shape</p>	<p>Calculation - all 4 operations Statistics KS1 Test practise KS1 Tests Shape</p>

Science	Living things and their habitats - animals and plants Food chains Everyday Materials Trip to the Wetland Centre	Materials and their suitability for a particular use Identify if things are alive, dead or never been alive	Science Day Basic needs of animals, including humans, for survival Exercise Food groups Food chains Good hygiene	Identify if things are alive, dead or never been alive Materials - squashing, bending, twisting and stretching	Life Cycles - Human, butterfly, bean plant Plants - growing, habitats Food chains WWF Day - research animal Healthy Living Week - exercise, diet, hygiene Around the World Week - research plants and animals from their chosen country
Art and design	Colour mixing, tinting and shading, Artist Study - <i>Alma Thomas</i>  Collage, Artist Study - <i>Henri Matisse</i>	Drawing with charcoal Artist Study - <i>Dennis Creffield</i>  Remembrance Day Art	Pattern and Texture, Drawing adding depth and perspective using sketching techniques	Printing, mixed media sweet wrapper Observational Drawings, sketching techniques  Similarities and differences between pieces of artwork	Sculpture - Drawing with wire, wire armatures, clay butterflies, Artist Study, <i>Celia Smith</i> Animal art linked to WWF Week
DT	Making bird pudding Making bug hotels	Making bread Sewing - blanket stitch	Food groups	Cooking - chocolate Wheels and axels	Design a healthy dip Around the World Week - make a traditional dish
Computing	Digital literacy, making a presentation - using font, size, shape and colours	Recreate art including pop art,	The internet Safer Internet Day	Algorithms	Searching the internet using one word Making graphs Animations
History	Task time	Great Fire of London Using different sources  Remembrance Day	Florence Nightingale and Mary Seacole Victorian objects	Task time	Create a timeline of their lives School memories
Geography	Continents and oceans Habitats around the world	London maps at the time of the Great Fire of London	Task time	Comparing places (England and Brazil) - Which place is best to grow chocolate?	Around the World Week UK Study
Music	Body Percussion Listening and responding Identifying a beat	Christmas production and musical instruments	Percussion exploration - chime bars Songs with rhythmic movement	Samba music Composition Percussion	Leavers Assembly Musical instruments - range of percussion instruments Composition
PE	Fitness Yoga	Sending and Receiving Ivasion	Dance Net and Wall	Gymnastics Athletics	Ball skills Striking and Fielding Target Games Team Building

PSHE	Being Me in My World Wear it Pink Day	Celebrating Difference Remembrance Day	Dreams and Goals Safer Internet Day	Healthy Me	Relationships Around the World Week	Changing Me Leavers Assembly
RE	What is the 'good news' Christians believe Jesus brings? Harvest Assembly	Why does Christmas matter to Christians? St Andrew's Day Diwali	Who is Jewish and how do they live? St. Patrick's Day St. David's Day Easter		What makes some places sacred to believers? St George's Day	How should we care for others and the world, why does it matter?

### NC objectives

	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Happy Homes	Great Fire of London	Marvellous Medicines	Chocolate	The Great Outdoors	The Great Outdoors
Science	<ul style="list-style-type: none"> <li>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,</li> </ul>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</li> </ul>	<ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for</li> </ul>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>notice that animals, including humans, have offspring</li> </ul>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable</li> </ul>

	<p>and how they depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• 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.</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<p>cardboard for particular uses</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	<p>humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>cardboard for particular uses</p> <ul style="list-style-type: none"> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p>which grow into adults</p>	<p>temperature to grow and stay healthy</p> <ul style="list-style-type: none"> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>
Art and design	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line,</li> </ul>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>

			shape, form and space		different practices and disciplines, and making links to their own work.	
DT	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for</li> <li>• example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction</li> <li>• materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products</li> </ul>	<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>		<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for</li> </ul>		

	<p>against design criteria</p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>			<ul style="list-style-type: none"> <li>• example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction</li> <li>• materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>		
Computing	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> </ul>

					<ul style="list-style-type: none"> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>
History		<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul>			
Geography	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</li> </ul>			<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features,</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities</li> </ul>

	countries, continents and oceans studied at this key stage			<p>including:          beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>		<p>of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
Music	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
PE	<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>					