



Year 2 LTP 2019/20

	Autumn term		Spring term		Summer term
	Autumn 1	Autumn 2	Spring 1	Spring 2	
Topic	Happy Homes	Flickering Flames and Rascal Rats	Marvellous Medicines	Chocolate	The Great Outdoors
Brilliant Beginning	Feely Bowls	Baking Bread	Hospital Scene	Golden Ticket	Caterpillars Arrive
Marvellous middle	Trip to an Allotment Wetland Centre trip	Great Fire of London Workshop	Victorian objects	Taste Session	Release the Butterflies
Fantastic finale	DT Day - Making a Bug Hotel	Great Fire of London Dress Up Day	Medal	Roald Dahl Day	Trip to Beverly Park
English	Text: Rainbow Fish Bird Pud Instructions Non-fiction texts Poetry Sponsored Spell	Diary entries Report Visual literacy	Flat Stanley Character descriptions Poetry Non fiction texts - Mary Seacole and Florence Nightingale Sponsored Spell	Book Week Roald Dahl author study Creative writing Instructions Non fiction texts M&M Productions: Charlottes Web	The Lonely Beast Poetry Persuasive letter Butterfly writing Creative writing Visual literacy Information books on healthy living Poetry Competition
Maths	Place value (including money) Addition Subtraction Length and height Estimation	Weight Inverse and missing numbers Multiplication and division	Multiplication and division Money Shape and symmetry Fractions Estimation	Maths Day Time Direction and position Money Scales, including temperature Shape	Calculation - all 4 operations Statistics KS1 Test practise KS1 Tests Shape
Science	Living things Habitats Food chains Recap Materials (from Year 1)	Materials Identify if things are alive, dead or never been alive	Science Day Survival needs Identify if things are alive, dead or never been alive	Materials	Butterfly Life Cycle Plants - growing, habitats WWF Day Healthy Living - exercise, diet, hygiene
Art and design	Colour mixing	Great Fire of London art Poppies	Sculpture - using clay	Mondrian	Art Week Kandinsky
DT	Making bug hotels	Making bread - hygiene and safety		Cooking - chocolate Structures	Healthy Living Menu

Computing	Creating a painting using font, size, shape and colours	Creating a piece of writing using a wordbank	Staying Safe online Simple Animations	Gather, input and change labels on data	Programming	Algorithms
History		Great Fire of London Remembrance Day	Florence Nightingale and Mary Seacole			
Geography	Habitats around the world			Comparing places (England and Brazil) - Which place is best to grow chocolate?	Around the World Week UK Study	
Music	Habitat songs, Harvest songs Singing Listening and responding Identifying a beat	Singing - Christmas production and musical instruments	Percussion exploration - chime bars Songs with rhythmic movement	Samba music Composition Percussion	Singing - Leavers Assembly Musical instruments - range of percussion instruments Composition	
PE	Dance: Feelings Games: Throwing and Catching	Gym Dribbling and Kicking	Hockey Dance	Yoga Rugby	Gym Athletics - Sports Day	
PSHE	Relationships: Friends and Families Focus: Transition, politeness and good manners, friendship, self-esteem and cooperation British Values: Democracy, voting Family Groups Wear it Pink Day	Inspiration: Be our Best Focus: (linked to our learning characters) Friendship, enthusiasm valuing mistakes having a go independent perseverance / effort British Values: Mutual respect and tolerance of different faiths and beliefs Remembrance Day Family Groups FUDGE Morning	Responsibility: Being Helpful People who help me, preventing accidents, is it safe?, British Values: Rule of law Individual Liberty Family Groups	Emotions: Well being Focus: Personal success/self esteem pride, keeping healthy Family Groups MANGO Morning	Determination: We can do anything Focus: Keeping healthy, ambitions, gaining confidence, setting goals, resilience, rising to challenges Family Groups	Transition: Changes Focus: Staying healthy, Exercise, transitions, worry, recap of the year Walk to School Week Family Groups Leavers Assembly
RE	What is the 'good news' Christians believe	Diwali St Andrew's Day	Who is Jewish and how do they live?	What makes some places sacred to believers?	How should we care for others and the world, why	

	Jesus brings? Harvest Assembly	Why does Christmas matter to Christians? Trip to the Church	St. Patrick's Day St. David's Day Easter	St George's Day	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	Flickering Flames and Rascal Rats	Marvellous Medicines	Chocolate	The Lonely Beast	The Great Outdoors
Science	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic

	<p>animals in their habitats, including microhabitats</p> <ul style="list-style-type: none"> 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>of food, and hygiene.</p>		<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<p>needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> 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 identify and name a variety of plants and animals in their habitats, including microhabitats
<p>Art and design</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

DT	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for • example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction • materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • build structures, exploring how they can be made 	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 		<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for • example, cutting, shaping, joining and finishing] • select from 		
----	--	---	--	---	--	--

	stronger, stiffer and more stable			<p>and use a wide range of materials and components, including construction</p> <ul style="list-style-type: none"> • materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • 		
Computing	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school 	<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 	<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
History		<ul style="list-style-type: none"> • 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] • significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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] 			
Geography	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 			<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, 		<ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use basic

				<p>river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 		<p>geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Music	<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. 					
PE	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					