

Year 2- LTP 2021/2022

	Autumn 1 Growing	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Plants</u></p> <p><u>Plant bulbs ready for Spring (1 lesson)</u></p> <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. <p><u>Animal including humans</u></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) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Living things and their habitats</u></p> <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 animals in their habitats, including micro-habitats 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>Observe Bulbs planted in Au</p>	<p><u>Plants</u></p> <p><u>Plant seeds to grow through the term</u></p> <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. 		<p><u>Use of Everyday materials</u></p> <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.
Art/DT	<p><u>Design, Make & Evaluate</u></p> <p><u>Cooking and Nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p><u>Drawing</u></p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the</p>	<p><u>3D</u></p> <p>Use equipment and media with increasing confidence.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p>	<p><u>DT</u></p>	<p><u>Painting/ Printmaking</u></p> <p><u>Painting</u></p> <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by</p>	<p><u>DT</u></p>

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	<p>Eg. Design and make a smoothie</p>	<p>types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p>Possible artists: Durer, Da Vinci, Cezanne</p>	<p>Explore carving as a form of 3D art. Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>		<p>adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Possible artists: Pollock, Riley, Monet, Aboriginal.</p> <p>Printmaking Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e.</p>	
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RE	How is new life welcomed?	<u>Christianity, Islam (some Judaism):</u> How can we make good choices?	<u>Christianity, Islam and non-religious views:</u> How can we look after our planet?	<u>Christianity:</u> What did Jesus teach and how did He live?	<u>Christianity and Islam:</u> How and why do people pray? <i>Part 1</i> <i>[Suggested visit: holy building – visit a church/ mosque]</i>	<u>Christianity and Islam:</u> How and why do people pray? <i>Part 2</i> <i>[suggested visit: holy building – visit a church/ mosque]</i>
Computing	Purple Mash Unit 2.2 Online Safety 2 weeks Unit 2.1 Coding 5 weeks	Purple Mash Unit 2.3 Spreadsheets 4 weeks Unit 2.5 Effective Searching 3 weeks	Purple Mash Unit 2.4 Questioning 5 weeks	Purple Mash Unit 2.6 Creating Pictures 5 weeks	Purple Mash Unit 2.7 Making Music 3 weeks	Purple Mash Unit 2.8 Presenting Ideas 4 weeks
PE	<u>Sports UK Plans</u>	<u>Sports UK Plans</u>	<u>Sports UK Plans</u>	<u>Sports UK Plans</u>	<u>Sports UK Plans</u>	<u>Sports UK Plans</u>
PSCHE/RHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
History		Gunpowder Plot When did it happen? What happened? Where did it happen? How do we remember it?	Significant Individuals/ Explorers Amelia Earhart Neil Armstrong Ibn Batutta			Local Study Local Parks- Lister Park/ Roberts Park When were they opened? How did they become Parks?

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		<p>Great Fire London When did it happen? What happened? Where did it happen? What were the consequences of the fire? How was the Bradford City fought differently?</p>	<p>When did they live? Where did they explore? What equipment did they have? How were their travels different?</p>			<p>How has the park changed since it was built?</p>
Geography		<p>Recap: Name and locate and identify characteristics of the 4 countries of the UK Use maps, atlases and globes to identify the UK Key features of human geography</p>	<p>Maps and atlases linked to Amelia and Ibn exploration. Similarities and differences between a small area of the UK and contrasting non EU country- Morocco (small area of) Recap: Name and locate the worlds 7 continents and 5 oceans. Simple directions, N,S, E,W</p>	<p>Identify seasonal and daily weather patterns in the UK</p>	<p>Similarities and differences between a small area of the UK and contrasting non EU country - small area of Pakistan Key features of human and physical geography</p>	<p>Identify seasonal and daily weather patterns in the UK Simple fieldwork eg traffic survey Identify seasonal and daily weather patterns in the UK Key features of human I geography Recognise landmarks and basic H and P feature devise a simple map, use and construct basic symbols in a key</p>