

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>Plant indoors to watch growth over time</p> <p>NC points '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' do not need to be taught overtly here</p> <p><u>Animals 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><u>Plants</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: Scientific Investigation</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.

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Art/DT	<u>DT</u> Design, Make & Evaluate: <u>Cooking and Nutrition</u>	<u>ART</u> Drawing	<u>ART</u> 3D	<u>ART</u> Painting/ Printmaking	<u>DT</u> Mechanisms	<u>DT</u> Puppets
	<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Design and make a healthy packed lunch</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 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>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>Explore carving as a form of 3D art.</p> <p>Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>Painting</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 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.</p> <p>Possible artists: Pollock, Riley, Monet, Aboriginal.</p> <p>Printmaking</p> <p>Continue to explore printing simple pictures</p>	<p>Sliders & Levers – Moving Pictures</p> <p>Create simple hinges and pop-ups using cards. Investigate a range of existing products and say if they do what they are supposed to do Describe why a design, building or designer is important.</p> <p>Create and use wheels and axles, levers and sliders. Describe similarities and differences between own and others' work including work by professional craftspeople and designers Improve structures by making them stronger, stiffer and more stable.</p> <p>Possible artists: Hiroshige, Escher</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] and select from and use a wide range of materials and components, including textile, according to their characteristics.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>

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				<p>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. mono - printing.</p> <p>Experiment with overprinting motifs and colour.</p>		
RE	<p><u>How is new life welcomed?</u></p> <p>24th October: Diwali</p>	<p><u>Christianity, Islam (some Judaism)</u></p> <p>How can we make good choices?</p> <p>25th December: Christmas Day</p>	<p><u>Christianity, Islam and non-religious views</u></p> <p>How can we look after our planet?</p> <p>18th February: Irah and Mi'raj</p>	<p><u>Christianity and Islam</u></p> <p>What did Jesus teach and how did He live?</p> <p>2nd April: Easter</p> <p>[Suggested visit: holy</p>	<p><u>Christianity</u></p> <p>How and why do people pray? Part 1</p> <p>21st April: Eid</p>	<p><u>Christianity and Islam</u></p> <p>How and why do people pray? Part 2</p> <p>[suggested visit: holy building]</p> <p>June 28th: Eid</p>

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				building]		
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>Gymnastics</u>	<u>Sports UK Plans:</u> <u>Golf</u>	<u>Sports UK Plans:</u> <u>Multisports</u>	<u>Sports UK Plans:</u> <u>:Dance</u>	<u>Sports UK Plans:</u> <u>Athletics</u>	<u>Sports UK Plans:</u> <u>Rounders</u>
PSCHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing June 22nd: Windrush Day
Music Log in: 158319 Crossley2021	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
History	<u>Great Fire of London</u> When did it happen? What happened? Where did it happen? What were the consequences of the fire? How was the Bradford City	<u>Gunpowder Plot</u> When did it happen? What happened? Where did it happen? How do we remember it? Why does it still matter today?	<u>Significant Individuals/ Explorers</u> Amelia Earhart Neil Armstrong Ibn Batutta When did they live?		<u>Local Study</u> The Story of our High Street How has my High Street changed since the 1950s?	

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	fought differently?		Where did they explore? What equipment did they have? How were their travels different?		What was in these shops? How did I pay for my purchases?	
Geography	<p><u>Identify seasonal and daily weather patterns in the UK</u></p> <p>This does not need to be a taught unit. Monthly 'weather walk' and record in a floorbook/separate journal?</p> <p>Recap throughout the year: 'Name and locate the world's 7 continents and 5 oceans'</p>		<p><u>Key features of human and physical geography</u></p> <p>Maps and atlases linked to Amelia and Ibn exploration.</p> <p>When did they live? Where did they explore? What equipment did they have? How were their travels different?</p>			<p><u>Key features of human and physical geography: Maps</u></p> <p>Devise a simple map, use and construct basic symbols in a key. Simple directions</p> <p><u>Key features of human and physical geography:</u></p> <p>Similarities and differences between a small area of the UK and contrasting non EU country - small area of Pakistan</p>