

Year 2 LTP Science

Terms	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	<b>BIOLOGY – Animals including humans</b>	<b>BIOLOGY – Animals including humans</b>	<b>CHEMISTRY – Everyday Materials</b>	<b>BIOLOGY – Living Things and Their Habitats</b>	<b>BIOLOGY – Plants</b>	<b>BIOLOGY – Plants</b>
	-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene:	-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):	-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:	-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 -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.	-identify and name a variety of plants and animals in their habitats, including microhabitats:	-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:

**Scientific Enquiry**  
**Key Driver**

Research using secondary sources	What groups can we sort our food into?  How can we keep our bodies and teeth clean?	What are the offspring of the 'big five' called?  What does an animal need to survive?		What is the food chain of an animal from a hot and cold place?  How do animals adapt to their environments?		What does a plant need to grow?
Comparative and fair testing			Which material would be best for a waterproof coat for the 'wild kratts'?			

Year 2 LTP Science

Observing changes over time	What happens to our bodies when we exercise?	How does an offspring grow into an adult?				How does a seed grow into a mature plant?
Identifying, classifying and sorting	Can you sort your food into groups?		Can you sort these materials based on their properties?	How would you group things to show which are living, dead or have never been alive?	How can we identify the minibeasts that we observed on our minibeast hunt?  Which flowers grow on our school field?	
Pattern seeking			Is there a pattern between what an object is made of and what it is used for?		Do all animals that live in a habitat look the same?	Do bigger seeds grow into bigger plants?
Key concept each term						
	Investigate Review	Plan Investigate Record	Plan Investigate Record Review	Investigate Record	Investigate Review	Plan Investigate Review
Retrieval Year 1	Parts of the body 5 senses and what they do	-Pets and wild animals -Nocturnal animals -Classify animals (birds, amphibians, mammals, reptiles and fish) -Carnivore, omnivore, herbivore.	Identifying materials Properties (absorbent, bendy, dull, hard, not absorbent, not bendy, not waterproof, opaque, rough, shiny, smooth, soft, stretchy, transparent, waterproof)	Seasons Months of the year Appropriate clothing Hours of daylight	-Wild and garden plants -Deciduous and evergreen	-Parts of a plant (flower and tree) -Jobs they do

Year 2 LTP Science

	T1	T2	T3	T4	T5	T6
History		<p>SIGNIFICANT ASPECTS OF WIDER WORLD HISTORY –</p> <p>Legacy</p> <p>How has space exploration improved over time?</p>		<p>HISTORY OF THE BRITISH ISLES –</p> <p><b>Chronology</b></p> <p>What were the significant historical events of the Great Fire of London?</p> <p>What were the significant historical events of the Great Fire of Northampton?</p> <p>A study comparing the Great Fire of London to the Great Fire of Northampton.</p>		<p>HISTORY CONCEPTS AND ENQUIRY –</p> <p><b>Cause and effect</b></p> <p>How have seaside holidays changed over time?</p> <p>A study into Victorian seaside holidays compared to modern day seaside holidays.</p>
Geography	<p>LOCATIONAL KNOWLEDGE –</p> <p>What are the Seven Wonders of the World?</p> <p>-Name and locate the world's seven continents, five oceans and the Equator.</p> <p>-Use world maps, atlases, globes and digital maps to identify the continents and oceans. Use these map sources to plot the Seven Wonders.</p> <p>-Learn and understand the four compass points</p>		<p>PLACE KNOWLEDGE –</p> <p>Where is it like where these people live? <i>Comparison of what life is like in a small area of England compared to a small area of Kenya.</i></p> <p>-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 of a contrasting non-European country.</p> <p>-Compare daily life, towns and houses, animals, climate and landmarks and exports.</p> <p><b>FIELDWORK UNIT</b></p>		<p>HUMAN AND PHYSICAL GEOGRAPHY – What is it like at the coast?</p> <p>-Describe the human and physical features of the coast and understand how this affects land use.</p> <p>-Plan perspectives to recognise landmarks within the coastal area.</p> <p>-Devise a simple map and construct basic symbols in a key to show the key physical and human geographical features in a small coastal area of the UK.</p> <p><b>FIELDWORK UNIT</b></p>	<b>FIELDWORK UNIT</b>

Year 2 LTP Science

Art		Drawing: Seashell sketches (graphite and handwriting pen) REMBRANDT VAN RIJN		Sculpture and making: 17th Century pots (clay)		Painting: Coastal paintings (poster paint) HENRI MATISSE
DT	FOOD TECH Preparing food and vegetables Making fruit kebabs		MECHANISMS – Wheels and axels Making a push and pull safari jeep		TEXTILES Templates and joining techniques Making a simple bag for the beach	
Computing	COMPUTER SYSTEMS AND NETWORKS Identifying Information Technology (IT) and how its responsible use improves our world in school and beyond		CODING Build a simple online algorithm using Scratch Jnr			CREATIVE CONTENT We are photographers Taking, selecting, editing and manipulating content
Online Safety	ONLINE RELATIONSHIPS I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	ONLINE REPUTATION I can explain how information put online about someone can last for a long time.	SELF-IMAGE AND IDENTITY I can explain how other people may look and act differently online and offline.	ONLINE BULLYING I can explain what bullying is, how people may bully others and how bullying can make someone feel.	MANAGING ONLINE INFORMATION/PRIVACY AND SECURITY/COPYRIGHT AND OWNERSHIP I can explain why some information I find online may not be real or true.	HEALTH, WELL-BEING AND LIFESTYLE I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
Music	Recorders	Pulse, Rhythm and Pitch	Recorders	Recognising different sounds- Performance Term	Recorders	Our Big Concert Unit
P.E	Indoor – personal skills Outdoor - rugby	Indoor – Christmas dancing and movement (KSI production) Outdoor – hockey	Indoor – Gymnastics Outdoor – basketball	Indoor – Dance (Great Fire of London) Outdoor – hoopball	Indoor – social skills Outdoor – athletics	Indoor – Health and fitness  Outdoor – Football
R.E	Family Life in Judaism	Jewish and Christian Celebrations	Places of Worship	Who is Jesus?	Books and Stories	Sikh Family Life
Core Learning Skills Focus	Learning with others	Improving own work	Developing independence	Thinking skills	Speaking and listening	Developing self-worth
P4C	Children going to school Disability	Cheating on a test School uniforms	Animals in cages Climate change	Blaming for accidents Banning homework	Responsibility to recycle Friendships	Fairness Pets

Year 2 LTP Science

<p>PSHE</p>	<p><b>Being Me</b>                  -Helping hand completed this term  <b>Piece 1</b> - I can identify some of my hopes and fears for this year  <b>Piece 2</b> - I understand the rights and responsibilities for being a member of my class  <b>Piece 3</b> - I understand the rights and responsibilities for being a member of my class  <b>Piece 4</b> - I can listen to other people and contribute my own ideas about rewards and consequences  <b>Piece 5&amp;6 combined</b> - I can work cooperatively. I can recognise the choices I make and understand the consequences</p>	<p><b>Celebrating differences</b>  <b>Piece 1 &amp; 2 combined</b>- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)  <b>Piece 3&amp;4 combined</b>- I understand that bullying is sometimes about difference/ I can recognise what is right and wrong and know how to look after myself  <b>Piece 5&amp;6 combined</b> - I understand that it is OK to be different from other people and to be friends with them/ I can tell you some ways I am different from my friends</p>	<p><b>Dreams and Goals</b>  <b>Piece 1</b> - I can choose a realistic goal and think about how to achieve it  <b>Piece 2</b> - I carry on trying (persevering) even when I find things difficult  <b>Piece 3</b> - I can recognise who I work well with and who it is more difficult for me to work with  <b>Piece 4</b> - I can work well in a group  <b>Piece 5</b> - I can tell you some ways I worked well with my group (Connect Us)  <b>Piece 6</b> - know how to share success with other people</p>	<p><b>Healthy Me- Whole-school First Aid morning</b>  <b>Piece 1</b> - I know what I need to keep my body healthy (also taught in Science Term 1)  <b>Piece 2</b> - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed (and power bubble - grounding)  <b>Piece 3</b> - I understand how medicines work in my body and how important it is to use them safely  <b>Piece 4</b> - Healthy eating (taught within cookery and tasting session)  <b>Piece 5</b> - I can make some healthy snacks and explain why they are good for my body  <b>Piece 6</b> - I can decide which foods to eat to give my body energy</p>	<p><b>Relationships</b>  <b>Piece 1</b> - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate  <b>Piece 2</b> - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not  <b>Piece 3</b> - I can identify some of the things that cause conflict with my friends  <b>Piece 4</b> - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  <b>Piece 5</b> - I recognise and appreciate people who can help me in my family, my school and my community  <b>Piece 6</b> - I can express my appreciation for the people in my special relationships</p>	<p><b>Changing Me- SRE unit</b>  <b>Piece 1</b> - I can recognise cycles of life in nature (taught in Science Term 2)  <b>Piece 2</b> - I can tell you about the natural process of growing from young to old and understand that this is not in my control  <b>Piece 3</b> - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old  <b>Piece 4</b> - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private  <b>Piece 5</b> - I understand there are different types of touch and can tell you which ones I like and don't like  <b>Piece 6</b> - I can identify what I am looking forward to when I move to my next class</p>
<p>Trips/visits/ experiences</p>	<p>Healthy tea party                  Dentist visit</p>	<p>Christingle Service                  Planetarium experience                  Xmas Production</p>	<p>Synagogue Trip</p>	<p>Great Fire of London Day                  Northampton Museum visit                  Recorder Performance</p>	<p>Errington Park</p>	<p>Hunstanton Seaside Trip</p>