



## Inmans Y2 LTP

How have people of the past influenced us in our lives today?  <b>History</b>	Why can't a meerkat live in the North pole? Science/ Geography	How do we know about the Great Fire of London? History	What do beaches have in common? Bridlington & Sydney Geography	How do we know where we are? Map makers. Geography – seas and oceans.  <b>Geography</b>
<b>Knowledge and Understanding of the world</b>  Understand 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. E.g. Elizabeth I. Thomas Edison, Florence Nightingale, Isaac Newton.  Understand significant historical events, people, and places in their own locality E.g. William Willberforce.	<b>Knowledge and Understanding of the world</b>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.  Name and locate the world's seven continents and five oceans.	<b>Knowledge and Understanding of the world</b>  Understand 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.)  Understand significant historical events, people, and places in their own locality.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<b>Knowledge and Understanding of the world</b>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non – European country.  To use basic geographical vocabulary to refer to; key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Use world maps, atlases and globes to identify the UK and its countries, as well as the	<b>Knowledge and Understanding of the world</b>  Use simple compass directions and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic humans and physical features; devise a simple map, and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school and local area.



			<p>countries, continents and oceans studied at KS1.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand significant historical events, people, and places in their own locality.</p>	
<p><b>RE &amp; SMSC</b></p> <p><u>Unit 2.1: Lead us not into temptation Key Question: Right or wrong?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Unit 2.1: Lead us not into temptation Key Question: Right or wrong?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Unit 2.2: Believing Key Question: What is true?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> Introduce key figures from Old and New Testaments, alongside stories from the Hindus tradition; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. <u>Easter unit-Year 2 focus</u></p> <p><b>Summary</b> sequencing events in the Easter story • how the Easter story is depicted in different art forms •</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Questions, questions-what are the big questions?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth.</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Questions, questions-what are the big questions?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of</p>



<p>identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values</p> <p><b><u>Jigsaw</u></b></p> <p><b>Being Me in My World</b></p> <p>To recognise their hope and fears; rights and responsibilities and how they perceive rewards and consequences.</p>	<p>consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values</p> <p><b><u>Christmas unit-Gift bringers-Why is the Christmas story good news for Christians?</u></b></p> <p><b><u>Summary</u></b></p> <p><b><u>Year 2 focus:</u></b></p> <p>the shepherds hearing the news from the angels • the wise men (Magi) and their gifts: gold for Jesus as king, frankincense for Jesus as one who comes as a priest from God to mankind, myrrh as a foretelling of Jesus' death • what would be a suitable gift for Jesus</p>	<p>listening to the Palm Sunday story at the beginning of Holy Week • telling the donkey's story, based on book Dave the Donkey by Andrew McDonough</p> <p><b><u>Jigsaw</u></b></p> <p><b>Healthy Me</b></p> <p>To make some healthy snacks and explain why they are good for their body. Children can express how it feels to share healthy food with their friends.</p> <p><b>Dreams and Goals</b></p> <p>To explain some of the ways they have worked cooperatively in their group to create a product. Children can express how it felt to be working as a part of this group.</p>	<p>Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><b><u>Jigsaw</u></b></p> <p><b>Relationships</b></p> <p>To identify some of the things that cause conflict between friendships and demonstrate how to use the positive problem-solving techniques to resolve conflicts with my friends.</p>	<p>meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><b><u>Jigsaw</u></b></p> <p><b>Changing Me</b></p> <p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, and vagina) and appreciate that some parts of my body are private. To tell what they like/don't like about being a boy/girl.</p>
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	<p><b><u>Jigsaw</u></b></p> <p><b>Celebrating Difference</b></p> <p>To identify some ways in which their friend is different to them and to explain why they value this difference. Children can explain some of the ways they have worked cooperatively in their group to create ways they have worked cooperatively in a group to create the product</p>			
<p><b><u>Creative Development</u></b></p> <p><u>Art</u> <u>Portraits</u> To use drawing, painting to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.</p> <p><b><u>Music – Animals – call and response</u></b></p> <ul style="list-style-type: none"> <li>– To know that dynamics can change the effect a sound has on the audience.</li> <li>– To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> </ul>	<p><b><u>Creative Development</u></b></p> <p><u>Art</u> <u>Landscapes</u> To use drawing, painting to develop and share their ideas, experiences and imagination. To use a range of materials creatively to.</p> <p><b><u>Music – Instruments – musical storytelling</u></b></p> <ul style="list-style-type: none"> <li>-Identify sections of the music where the tempo changes.</li> <li>-Correctly describe sections of music as fast or slow.</li> </ul>	<p><b><u>Creative Development</u></b></p> <p><u>Art</u> <u>Colour, pattern, texture, line, shape, form and space</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b><u>Music – space</u></b></p> <ul style="list-style-type: none"> <li>Use their voice to create a variety of sounds.</li> <li>-Use dynamics to create an atmosphere.</li> <li>-Collaborate with peers to contribute to a group soundscape.</li> </ul>	<p><b><u>Creative Development</u></b></p> <p><u>Art</u> <u>Sculpture</u> To use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.</p> <p><b><u>Music – myths and legends</u></b></p> <ul style="list-style-type: none"> <li>– I know that a graphic score can show a picture of the structure of music.</li> <li>– To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> </ul>	<p><b><u>Creative Development</u></b></p> <p><u>Art</u> <u>Famous Artist</u> To use a range of materials creatively to design and make products.</p> <p><b><u>Music – On this island British songs and sounds</u></b></p> <ul style="list-style-type: none"> <li>– To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li> <li>– To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> </ul>



<ul style="list-style-type: none"> <li>– To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>– To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>– To understand that an instrument can be matched to an animal noise based on its timbre.</li> </ul>	<ul style="list-style-type: none"> <li>-Point out moments in the music where the dynamics change.</li> <li>-Accurately describe dynamic changes as soft or loud.</li> <li>-Give specific examples of how the music corresponds to actions in the story.</li> <li>-Provide clear and specific examples of how music supports the story.</li> <li>-Justify tempo and dynamic choices made to represent a character, event or feeling.</li> <li>-Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</li> <li>-Work as part of a group to rehearse a performance.</li> <li>-Perform confidently using appropriate instrumental sounds.</li> <li>-Play their part at appropriate tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>-Correctly identify changes in dynamics.</li> <li>-Show changes in dynamics using bodies and vocals.</li> <li>-Compare two pieces of music using musical vocabulary to describe the changes in dynamics.</li> <li>-Interpret music in a visual form.</li> <li>-Identify and discuss patterns in different pieces of music.</li> <li>-Successfully create and play patterns, notating them.</li> <li>-Create and play a simple pitch pattern accurately.</li> </ul> <p><b><u>Music – musical me</u></b></p> <ul style="list-style-type: none"> <li>– To understand that ‘melody’ means a tune.</li> <li>– To know that ‘notation’ means writing music down so that someone else can play it.</li> <li>– To understand that ‘accompaniment’ can mean playing instruments along with a song.</li> <li>– To understand that a melody is made up from high and low pitched notes played one after the other, making a tune</li> </ul>	<ul style="list-style-type: none"> <li>– To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.</li> </ul>	<ul style="list-style-type: none"> <li>– To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul>
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<b><u>Physical Development</u></b>  <b>2.1 Multi Skills</b> <b>2.1 Boot Camp</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending.	<b><u>Physical Development</u></b>  <b>2.2 Ugly Bug Ball Dance</b> <b>2.2 Mighty Movers</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities  Perform dances using simple movement patterns.	<b><u>Physical Development</u></b>  <b>2.3 Groovy Gymnastics</b> <b>2.3 Skip to the Beat</b>  Perform dances using simple movement patterns	<b><u>Physical Development</u></b>  <b>2.5 Throwing and Catching</b> <b>2.5 Cool Core (Strength)</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.  Participate in team games, developing simple tactics for attacking and defending.	<b><u>Physical Development</u></b>  <b>2.6 Active Athletics</b> <b>2.6 Fitness Frenzy</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
<b><u>Scientific &amp; technological understanding</u></b>  <b><u>Computing</u></b>  <b><u>Information technology around us</u></b> Identifying IT and how its responsible use improves our world in school and beyond.  <b><u>Science</u></b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	<b><u>Scientific &amp; technological understanding</u></b>  <b><u>Computing</u></b>  <b><u>Digital photography</u></b> Capturing and changing digital photographs for different purposes.  <b><u>Design Technology</u></b> <b><u>Textiles – Templates &amp; Joining:</u></b> <b><u>Meerkat hand puppet</u></b>  <b><u>Design</u></b>	<b><u>Scientific &amp; technological understanding</u></b>  <b><u>Computing</u></b>  <b><u>Robot algorithms</u></b> Creating and debugging programs and using logical reasoning to make predictions.  <b><u>Pictograms</u></b> Collecting data in tally charts and using attributes to organise and present data on a computer.	<b><u>Scientific &amp; technological understanding</u></b>  <b><u>Computing</u></b>  <b><u>Digital music</u></b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.  <b><u>Design Technology</u></b> <b><u>Food – Preparing Vegetables:</u></b> <b><u>Potato Salad &amp; Coleslaw for beach picnic</u></b>	<b><u>Scientific &amp; technological understanding</u></b>  <b><u>Computing</u></b>  <b><u>Programming quizzes</u></b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.  <b><u>Science</u></b> Notice that animals, including humans, have offspring which grow into adults



<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Know what is required in a design Explore design choices Explore different types of fabric Know what a puppet is and that there are different types that work in different ways <b><u>Make</u></b> Know how to make a fabric face Discuss appropriate materials linked to suitability Explore different finishing techniques e.g. using painting, fabric painting, fabric crayons, stitching, sequins, buttons and ribbons. Understand how to join fabrics using different techniques e.g. glue, running stitch and over stitch stapling <b><u>Evaluate</u></b> Similar textile products Know how to compare products Know how to evaluate <b><u>Science</u></b> Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p><b><u>Design Technology</u></b></p> <p><b><u>Mechanisms Wheels and Axels:</u></b></p> <p><b><u>Fire Engine</u></b></p> <p><b><u>Design</u></b> Know technical vocabulary relevant to the project Know how to develop and communicate ideas through drawings and mock-ups <b><u>Make</u></b> Explore a range of tools and equipment required to make the product Know how to perform practical tasks such as cutting, joining to allow movement and finishing-safely <b><u>Evaluate</u></b> Know how to evaluate</p> <p><b><u>Science</u></b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p><b><u>Design</u></b> Experience common vegetables undertaking sensory activities i.e. appearance, taste and smell. Understand where a range of vegetables come from. Understand and use the basic principles of a healthy and varied diet.</p> <p><b><u>Make</u></b> Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze, grate) .</p> <p><b><u>Evaluate</u></b> Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose.</p> <p><b><u>Science</u></b> 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>	<p>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>
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	<p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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>	<p>Find out how the shapes of solid objects made from</p> <p>Some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	
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