

Year 2  
LTP

Theme	Our Oceans	World		Amazing Animals
Dates	Autumn term	Spring term		Summer term
Science	Use of everyday materials	Use of everyday materials	Plants Living things and their environment	Living things (animals including humans)
Science skills				
DT	Winding mechanisms - build and improve structure and mechanism	3D joining materials - use a range of tools and materials to complete practical task		Sewing (stuffed animals) - design purposeful, functional and appealing products
DT skills	<ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>		<ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate</li> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> </ul>
Cooking and nutrition	Local farm produce - understand where food comes from	Food from other countries		Design and cook a healthy meal
Cooking and nutrition skills		<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> </ul>		<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> </ul>

			• Assemble or cook ingredients.		• Assemble or cook ingredients.	
Art and Design	Collage and painting		Learn about a range of artists, designers and craftsmen from around the world	Famous artists and their work - develop techniques of colour, pattern, texture, line, shape, form and space		
Art and Design skills	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>		
Computing	Programming on screen	Exploring how a computer game works	Talking, selecting and editing digital images	Researching a topic	Communicating clues	Recording bug hunt data
Computing skills	<ul style="list-style-type: none"> <li>• Control motion by specifying the number of steps to travel, direction and turn.</li> <li>• Specify user inputs (such as clicks) to control events.</li> </ul>	<ul style="list-style-type: none"> <li>• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> <li>• Control when drawings appear and set the pen colour,</li> </ul>	<ul style="list-style-type: none"> <li>• Control when drawings appear and set the pen colour, size and shape.</li> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum.</li> </ul>

		size and shape. • Add text strings, show and hide objects and change the features of an object.				
Geography	Small area of the UK - Hull	Small area of non-EU country - Coober Pedy, Australia				
Geography skills	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>				
History	Lives of significant individuals in the past – Grace Darling	Events beyond living memory - Aboriginal history				Events beyond living memory
History skills	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>	Observe or handle evidence to ask questions and find answers to questions about the past.				Observe or handle evidence to ask questions and find answers to questions about the past.

	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>			
Music	Exploring pulse, rhythm and tempo Percussion and composition	Chants and songs from other cultures Exploring pitch, symbols and duration	Famous musicians from other cultures Exploring symbols and dynamics			
Music skills	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>			
PE	Gymnastics	Multiskills	Dance	Multiskills	Multiskills	Athletics
PE skills	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and coordination.</li> <li>Link two or more actions to perform a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when</li> </ul>	<ul style="list-style-type: none"> <li>Athletic activities are combined with games in Years 1 and 2.</li> </ul>

	<p>(such as small/tall, straight/curved and wide/narrow).</p> <ul style="list-style-type: none"> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	appropriate.	<ul style="list-style-type: none"> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	appropriate.	appropriate.	
SMSC	Learning to be me	Learning to know my neighbour	Learning to identify the communities in which I belong	Learning to listen	Learning to live together in our wonderful world	Learning to do
SMSC skills						

