

## Inmans Y2 LTP

<p style="text-align: center;"><b>Would you like to live in a castle? History</b></p>	<p style="text-align: center;"><b>Why can't a meerkat live in the North pole? Science/ Geography</b></p>	<p style="text-align: center;"><b>How do we know about the Great Fire of London? History</b></p>	<p style="text-align: center;"><b>Are all beaches the same? Bridlington &amp; Sydney Geography</b></p>	<p style="text-align: center;"><b>Would a pirate make a good friend? History/Geography – seas and oceans.</b></p>
<p><b>Knowledge and Understanding of the world</b></p> <p>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.</p> <p>Use aerial photographs and can plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</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>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.</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>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.)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>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.</p> <p>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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the</p>	<p><b>Knowledge and Understanding of the world</b></p> <p>To name and locate the world's seven continents and five oceans.</p> <p>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.</p>

			countries, continents and oceans studied at KS1.  Understand significant historical events, people, and places in their own locality.	
<b><u>RE &amp; SMSC</u></b>  <b><u>Belonging</u></b>  Key Question: What does it mean to belong?  Jigsaw – Being me in my world	<b><u>RE &amp; SMSC</u></b>  <u>Christmas Unit</u>    Jigsaw – celebrating difference	<b><u>RE &amp; SMSC</u></b>  <b><u>Believing</u></b>  Key Question: How do people demonstrate their beliefs?  Jigsaw – dreams and goals	<b><u>RE &amp; SMSC</u></b>  <b><u>Questions, question??</u></b>  Key Question: What are the big questions?  Jigsaw – healthy me	<b><u>RE &amp; SMSC</u></b>  <b><u>Questions, question??</u></b>  Key Question: What are the big questions?  Jigsaw – relationships (elements of appropriate changing me unit also)
<b><u>Creative Development</u></b> <b><u>Art</u></b> To use a range of materials creatively to design and make products  <b><u>Music – Let Your Spirit Fly (Year 3)</u></b> Play tuned and untuned instruments musically	<b><u>Creative Development</u></b> <b><u>Art</u></b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b><u>Music – Ho Ho Ho</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b><u>Creative Development</u></b> <b><u>Art</u></b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  <b><u>Music - I Wanna Play in a Band</u></b> Listen with concentration and understanding to a range of high-quality live and recorded music.	<b><u>Creative Development</u></b> <b><u>Art</u></b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  <b><u>Music - Zootime</u></b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b><u>Creative Development</u></b> <b><u>Art</u></b> To use a range of materials creatively to design and make products  <b><u>Music – Friendship Song</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically
<b><u>Physical Development</u></b> Pupils will be taught to:	<b><u>Physical Development</u></b> Pupils will be taught to:	<b><u>Physical Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Physical Development</u></b>

<p>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</p> <p>Perform dances using simple movement patterns.</p>	<p>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</p> <p>Perform dances using simple movement patterns.</p>	<p>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</p>	<p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
<p><b><u>Scientific &amp; technological understanding</u></b></p> <p><b><u>Computing</u></b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p><b><u>Science</u></b></p>	<p><b><u>Scientific &amp; technological understanding</u></b></p> <p><b><u>Computing</u></b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b><u>Science</u></b></p>	<p><b><u>Scientific &amp; technological understanding</u></b></p> <p><b><u>Computing</u></b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p><b><u>D&amp;T - Bread</u></b> use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>	<p><b><u>Scientific &amp; technological understanding</u></b></p> <p><b><u>Computing</u></b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light and a</li> </ul>	<p><b><u>Scientific &amp; technological understanding</u></b></p> <p><b><u>Computing</u></b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b><u>D&amp;T – Pirate ship</u></b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</p>

<ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>♣ 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.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>suitable temperature to grow and stay healthy.</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>	<p>where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
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