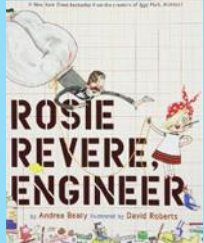


Year 2 (2026-2027) MTP						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	A River by Marc Martin	The Night Gardener by The Fan Brothers	The Bog Baby by Jeanne Willis	Grandad's Island by Benji Davies	The King Who Banned the Dark by Emily Haworth-Booth	Rosie Revere by Andrea Beaty
						
	Writing Outcome Circular Narrative Letter	Writing Outcome Setting Narrative Diary	Writing Outcome Finding Narrative Instructions	Writing Outcome Return Narrative Information Texts	Writing Outcome Banning Narrative Persuasive Letter	Writing Outcome Invention Narrative Explanation Text
	Spag Focus Build on previous year & focus on: • Use of capital letters, full stops and question marks to demarcate sentences • Use apostrophes to mark singular possession in nouns • Commas to separate items in a list • Expanded Noun Phrases		Spag Focus Build on previous units & focus on: • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Apostrophes for contractions • Statement, question and command • Consistent use of past and present tense		Spag Focus Build on previous units & focus on: • Formation of nouns using suffixes • Formation of adjectives using suffixes • Past and present tense including progressive forms of verbs.	
Maths 	- Place Value - Addition & Subtraction	- Addition & Subtraction - Shape	-Money - Multiplication & Division	-Length & Height -Mass, Capacity & Temperature	-Fractions -Time	-Statistics -Position & Direction -Consolidation
Science 	Forces: Seasonal Changes - To identify how the weather changes through the seasons	Materials: Everyday Materials - To identify everyday materials	Animals inc Humans: Sensitive Bodies - To name parts of the human body	Animals inc Humans: Comparing animals - To identify and group animals	Living Things: Introduction to plants -To identify plants in the school grounds	Making Connections: Science through stories

	- To identify events and activities that take place in different seasons. - To recognise how trees change across the seasons. - To recognise that daylight hours change across the four seasons. - To observe changes through the four seasons - To carry out a weather report.	- To recognise the difference between objects and materials - To describe materials - To group materials based on their properties (absorbency) - To group materials based on their properties (waterproofness) - To group materials based on their properties (toughness)	- To name the body parts for each sense - To identify the body parts for touch and taste - To identify the body parts used for sense and sight - To identify the body parts used for the sense of hearing - To recognise how the senses are used in everyday life.	- To describe a variety of animals - To compare the features of animals - To identify animals that are carnivores, herbivores and omnivores - To recognise animals that make suitable pets - To describe and compare the structure of animals.	- To identify parts of flowering plants - To identify and name evergreen and deciduous trees - To recognise that new plants come from seeds and bulbs - To identify which parts of plants you can eat	- To identify if taller trees have wider trunks - To compare woodland animals - To measure animal footprints - To build an animal home - To identify if birds are carnivores, herbivores or omnivores
Computing 	Introduction to Purple Mash An optional introduction to Purple Mash and the essential skills for beginning the year 2 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics (2 lessons)	Making Music Explore digital music creation through the use of the music tool, 2Sequence. Understanding a digital music tool Relating functions to musical terms Composing music digitally Spreadsheets Creating and using spreadsheets with 2Calculate, focusing on how to enter,	Route Explorers Children code using the tool, 2Go. Children learn to build simple algorithms to move a screen turtle along routes. Considering direction and distance Creating commands Building an algorithm Questioning Children will explore how to ask questions to collect useful information.	Coding Builds on the coding skills and knowledge from Year 1. Children will explore, modify and create programs that include the use of timers and button objects. Understanding algorithms Introducing sequencing Coding interaction between objects Using timers and debugging	Presenting Ideas Children will learn how to present ideas using the concept mapping tool, 2Connect. They will organise information using the features of a concept map and think about how to present their thoughts clearly to an audience. Using and making mind maps Using a mind map as a presentation	Robotics with Mai-Z Mousebot A Year 2 unit that introduces children to robotics. Controlling the Mai-Z MouseBot through code Coding movement, lights and sounds

	Picture. Children learn about famous art styles and how a digital art tool can be used to reproduce art in that style. Painting in different styles Learning about famous art styles Creating a portfolio of digital art (5 lessons)	organise, and manage data in rows and columns. Understanding rows and columns Inserting images with values Using totalling tools Creating graphs	They will learn to organise data using tally charts, pictograms, and simple branching databases to help sort and identify objects. Asking questions to collect data Using 2Count to present data Using a branching database		tool The Internet The fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively. Defining the World Wide Web and the internet Recognising different hardware Understanding websites, webpages and browsers	
PE	Fundamental movement skills - To move safely and confidently in a space using different travelling actions. -To run with control and change speed and direction. -To jump and land safely with balance. -To hold balances using different body parts and shapes.	Fundamental movement skills -To catch a ball using good hand-eye coordination. -To roll objects with control towards a target. -To dribble and control a ball whilst moving. -To combine running, jumping and balancing skills in simple challenges.	Dance - To move like different animals using a variety of body actions and levels. -To create and perform animal movements showing different speeds, sizes and shapes. -To travel in different ways, inspired by how animals move in their habitats. -To link animal movements together to	Gymnastics - To perform a range of basic gymnastic shapes with control and balance. -To travel safely in different ways using gymnastic movements. -To balance on different body parts and hold still positions. -To perform simple rolls and	Athletics -To run at different speeds with control and awareness of space. -To develop jumping skills using different types of jumps. -To throw a variety of objects using different techniques. -To improve agility by changing direction and speed quickly.	Sports day preparation and practise

	-To hop and skip with increasing coordination. -To throw objects accurately using an underarm technique.	-To apply fundamental movement skills in small-sided games. -To demonstrate and evaluate a range of fundamental movement skills.	- create a simple dance sequence. -To perform an animal dance with a partner or small group using matching and mirroring actions. -To create and perform a complete animal-themed dance, showing control, creativity and expression	- demonstrate safe landing positions. -To link shapes, balances and travels together into a short sequence.	-To combine running, jumping and throwing skills in athletic activities. -To demonstrate and apply athletics skills in a mini athletics festival.	
History 	How am I making History? -To develop an understanding of personal chronology. -To learn more about my history. -To explore how we remember events. -To find out what childhood was like for our parents and grandparents. -To compare childhood now with childhood in the past. -To identify that some things change and some things stay the same.		How have Toys Changed? -To talk about a favourite toy. -To find out what toys our parents and grandparents played with. -To investigate what toys were like up to 100 years ago. -To compare toys from the past with modern toys. -To investigate how teddy bears have changed over time. -To know how toys have changed over time.		How did we Learn to Fly? -To retell the story of the Wright brothers. -To develop an understanding of historical significance. -To investigate why Bessie Coleman is historically significant using photographs. -To develop an understanding of primary sources. -To investigate why the Moon landing was a significant event in history. -To place significant flight events on a timeline.	

Geography



Weather Seasons & The Seaside

- identify seasonal and daily weather patterns in the United Kingdom
- Order the months of the year. Name and order the seasons.
- Identify differences between the types of weather experienced in different seasons in the UK.
- Identify differences between the types of weather experienced in different seasons in the UK. Identify aspects of the weather and how it affects my local environment.
- Identify aspects of the weather and how it affects my local environment.
- to identify and record daily weather patterns.
- trace the outline of the UK coast on a map

Continents & Oceans

- name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans
- use simple compass directions (North, South, East and West) 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 basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,

Hot & Cold Climates

- identify 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 countries, continents and oceans studied at this key stage
- use world maps, atlases and globes to identify the continents and oceans
- recognise the features of a hot/cold place.
- know how animals adapt to hot and cold climates
- learn what life is like in a hot or cold place.

		-name some of the features I would see at the seaside -describe some of the features of a place by the seaside.		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 continents and oceans		
Art 	Drawing: Exploring line & Shape Pupils who are secure will be able to: -Identify that some shapes are organic. -Connect lines to create shapes. -Use and recognise different types of lines when drawing shapes. -Identify basic shapes in everyday objects and artwork. -Talk about what they like or dislike in a piece of artwork. -Use shapes to draw a face. -Use different pressures to make a		Sculpture & 3D; Paper Play Pupils who are secure will be able to: -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. -Shape paper strips in a variety of ways to make 3D drawings. -Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes		Painting & Mixed Media: Colour Splash Pupils who are secure will be able to: -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing.	

	colour lighter or darker. -Choose lines and shapes inspired by Brianna McCarthy's artwork		several different techniques for shaping paper. Considered how to add detail by adding pattern or decoration to their paper shapes. -Work successfully with others, sustaining effort over time. -Explore different tools to paint a sculpture for good coverage and to create a metal surface effect		-Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates.	
DT 		Structures – Stable Structures Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. Pupils apply their understanding by designing and making a fun, stable pencil pot for a Year 1 pupil.		Textiles: Simple stitches Examining fabrics, practising basic sewing techniques and identifying how different materials are made from threads. Pupils learn how to thread a needle and sew simple stitches before designing and creating a piece of decorative bunting.		Mechanisms: Wheels and axles Exploring the main components of wheeled vehicles while developing an understanding of how wheels, axles and axle holders work together. Pupils investigate why wheels may not rotate properly before designing and building their own vehicle.
RE 	Why is saying thank you so important? -Progressive study: Christianity; Hindu - Dharma	What made Jesus special? -Progressive study: Christianity	Why do Christians believe Easter is a new beginning?	How do families welcome new babies? -Progressive study: Christianity; Hindu Dharma; Islam -Encounter: Humanism		

	-Encounter: Judaism; Non-religious worldviews -Values thread: Joy; gratitude What do people believe about how the world began? -Progressive study: Christianity Hindu Dharma Islam -Encounter: Non-religious World Views -Values thread: Why do many people give and receive gifts at Christmas? -Progressive study: Christianity -Encounter: Non religious world views -Values thread: Joy		-Encounter: -Values thread: Courage; friendship	-Progressive study: Christianity -Encounter: Non-religious worldviews -Values thread: Forgiveness; hope	-Values thread: Friendship; belonging	
PSHE 	Connecting with others: How can I help myself and others feel happy and safe? Special qualities, supportive relationships, respectful behaviour and managing simple disagreements. Values: Friendship; Respect	The online world: How do we spend time online? Everyday online use, online/offline balance, respectful behaviour and responding to unsuitable content. Values: Respect; Courage	Health protection: How can I protect myself and others in daily life? Illness, injury, healthcare workers, germs, prevention and getting medical help. Values: Compassion; Courage	Staying safe: How can I stay safe? Rules, hazards, road safety, dangerous items and noticing body clues that signal a problem. Values: Courage; Respect	Connecting with others: How can I build safe, kind and caring relationships with others? Family and community diversity, kindness, bullying, privacy, boundaries and trusted adults. Values: Friendship; Compassion	The online world: How can we stay safe online? Private information, safe/unsafe situations, not everything online being real and getting help. Values: Respect; Courage
Music 	Rhyming in time -Move in time with the beat/pulse, responding to	Singing lessons with Miss Costabile	Music inspired by the world around us -Listen attentively and with understanding to	Exploring rhythm patterns -Understand that an ostinato is a repeated pattern.	Instrumental lessons with Mr Rowe	Highs and lows -Understand the difference between

	different tempos (speeds). -Chant, rap and sing using different voices (e.g. elephants and snakes), following simple cues such as starting together. Songs -Find the beat -Dancing dinosaurs		music from different historical periods. -Understand that music can tell a story. Songs -In The Sea	-Copy and create simple rhythm patterns (call and response). Songs -Hey You! -Rhythm Grids		rhythm and a pitch pattern. -Identify different pitches (highs and lows) in music and in sounds around the school. Songs -Music Is In My Soul
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