Ipplepen Primary School
Long Term Plan Year 2 2026 - 2027

	Autumn 1 8 weeks		Autumn 2 6 weeks		Spring 1 6 weeks		Spring 2 5 weeks		Summer 1 7 weeks		Summer 2 7 weeks	
Key Question	**What lessons have we learned from the great fire of London?**		**How different would my life be if I lived in Kenya?**		**Who are the famous people that have made an impact on the world?**		**What goes on at an airport and a train station?**		**Who are Britain's significant monarchs?**		**Why do we like to be beside the seaside?**	
English	Non Fiction What do you do with a tail like this?		Fiction (Traditional Tales) Mixed Up Fairy Tales		Non Fiction Amelia Earhart		Poetry I Love Bugs		Fiction Wanted: The Perfect Pet		Poetry Cold Instructions How to grow your own lettuce	
Class Novel	A Bear Called Paddington Michael Bond		George's Marvellous Medicine Roald Dahl		Adventure Mice Reeve and McIntyre		Sophie's Tom Dick King Smith		Olga da Polga Michael Bond		Martin's Mice Dick King Smith	
Maths	Place Value	Addition and Subtraction	Addition and Subtraction	Shape	Money	Multiplication and Division	Length and height	Mass, capacity and temperature	Fractions	Time	Statistics	Position and direction
Science	Why do animals choose the habitats they have? • 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 • identify and name a variety of plants and animals in their habitats, including microhabitats • 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.				What are the properties of different materials? • 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		Why is it important to keep our bodies healthy? • 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) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene., twisting and stretching		What do plants and trees need to grow healthily? • 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.			
Enquiry Skills	How would you group things to show which are living, dead or have never been alive?		What food do you need in a healthy diet and why?		Is there a pattern in the types of materials that are used to make objects in a school?				Do cress seeds grow quicker inside or outside? How does a tadpole change over time?			
Geography	--		How different would my life be if I lived in Kenya? • Name and locate the world's seven continents and five oceans. • Understand geographical		--		What goes on at an airport and a train station? • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple		--		Why do we like to be beside the seaside? • Use basic geographical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	

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		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.		map; and use and construct basic symbols in a key. • Use simple compass directions to describe the location of features and routes on a map (for example, near and far; left and right)		season and weather. • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
History	What lessons have we learned from the great fire of London? • Events beyond living memory that are significant nationally or globally.	--	Who are the famous people that have made an impact on the world? • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality.	--	Who are Britain's significant monarchs? • Changes within living memory. • The lives of significant individuals in the past who have contributed to national and international achievements.	--
Art	Drawing What is a self portrait? • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Famous artist: Andy Warhol	--	Sculpture What skills do I need to learn to work with clay? • to use a range of materials creatively to design and make products Famous artist: Michelle Reader	--	Painting What is pointillism and how does it work? • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Famous artist: Paul Signac	--
DT	How can we create a pizza with a range of ingredients? • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.	How can we create a traditional Kenyan village home incorporating an African-style textile roof?	--	How can we create a Victorian-style vehicle that moves on axles and wheels?	--	How can we create a tall structure like the ones seen at the seaside?
	Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products					

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	evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.					
Computing	Route Explorers • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. The Internet • 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.	Creating Pictures • Recognise common uses of information technology beyond school • Use technology purposefully to create, organize, store, manipulate and retrieve digital content.	Spreadsheets • Recognise common uses of information technology beyond school • Use technology purposefully to create, organize, store, manipulate and retrieve digital content.	Questioning • 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.	Coding • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.	Presenting Ideas • Recognise common uses of information technology beyond school • Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Making Music • Use technology purposefully to create, organize, store, manipulate and retrieve digital content.
RE	What does it mean to belong to a faith community?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What to Christians believe God is like?	Who do Christians say made the world?	How should we care for the world and for others, any why does it matter?
PSHE Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me SRE
Music	Charanga: Hey You! • Use their voices expressively and creatively by singing songs and speaking	Charanga: Rhythm In The Way We Walk Banana Rap • Play tuned and untuned instruments	Charanga: In The Groove • Listen with concentration and understanding to a range of high quality live	Charanga: Round and Round • Experiment with, create, select and combine sounds using the inter-	Charanga: Your Imagination • Use their voices expressively and creatively by singing songs and speaking	Charanga: Reflect, rewind, replay

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	chants and rhymes	musically	and recorded music.	related dimensions of music.	chants and rhymes • Play tuned and untuned instruments musically	
PE	Fundamental Movement • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Object Manipulation • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Creative Movement • Perform dances using simple movement patterns Multi Skills • Participate in team games, developing simple tactics for attacking and defending.	Swimming Co- Operative games • Participate in team games, developing simple tactics for attacking and defending.	Athletics • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Striking and Fielding • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending.
	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.					