BPP Year 2 Long Term Overview Year 2025 to 2026

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (5 weeks)	Summer 2 (7½ weeks)
Year Group Projects	**The Lion Inside/ You choose** **We are Great Britain** **(inc. Diwali)**	**Where on Earth? (inc. Remembrance Day & Bonfire Night)** **Explorers (within living memory) Tim Peak**	**Fire fire!**	**Growing and Changing (inc. Shrove Tuesday, World Book Day, Mothers' Day, Easter, Science Week, Eid)**	**Here and there**	**Thank You NHS** Florence Nightingale and Mary Seacole **(inc. Fathers' Day)**
Visits and visitors to ignite learning (community and external)	London landmarks Campbell Park habitats		Safety Centre Fire Service visit	Caterpillars/butterflies		Hearing Dogs visitors
Literacy units	Fiction - The Lion Inside retelling Non Fiction- You Choose- descriptive writing Sentence types - Alan Peat Poems - Autumn colours- Harvest Recount Non-fiction - non-chronological reports	Fiction -Poles Apart- Narrative Innovation	Fiction - Vlad and the Great Fire of London Character descriptions Letters	Fiction - 'Camille and the sunflowers' by Laurence Anholt Instructions - planting seeds Mother's day character description Non-fiction - Life cycle explanations Riddles	Fiction - Just So stories- how the elephant got its… African stories- Anansi… Non-fiction - non chronological reports	Fiction - The Write Stuff - 'If I were in charge of the world' by Judith Viorst (poetry) Biography - significant individual Letter to new teacher Father's day character description
Authors of the term	Oliver Jeffers		Martin Waddell		Enid Blyton	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	**Living things and their habitats - Biology** • To know the difference between things that are living, things that are dead and things that have never been alive. To know the seven life processes that all living things need to be able to do to stay alive using MRSNERG To know that a habitat is the environment in which an animal lives To know know that all living things need to live in a habitat that can provide them with the things they need to stay alive. To know that a food chain shows the transfer of energy between living things To know that all food chains begin with a producer To know that a producer gets its energy from the sun To be able to identify the features of a range of habitats eg woodland, rockpool, rainforest, desert, polar To be able to name the animals in a specific habitat To be able to identify the adaptations of animals for a specific habitat To be able to order living things in a food chain To be able to identify the producer and consumer in a food chain I can construct some simple food chains for a variety of habitats.	**Uses of everyday materials - Chemistry** • I know the difference between a natural and a man-made material. • I know that the same product, e.g. a table, can be made from a variety of different materials, and can suggest suitable materials for each object. • I know how glass, pottery and paper are made. • I know that some materials can change shape permanently, some can change shape and go back to their original shape, and some can't change shape. • I know that there are lots of different types of plastic that can be used for different purposes. • I know that paper and cardboard are made from wood and can describe the benefits of using paper and cardboard over wood for different purposes. I can use a range of appropriate vocabulary to describe the properties of different materials. • I can name a variety of materials that can change shape, can change shape temporarily and cannot change shape. • I can explore the suitability of plastic and metal for different purposes, and explain why each material has been chosen for each different purpose. • I can name some objects that can all be made from wood, plastic and metal, e.g. chairs. • I can suggest appropriate materials for an object to be made from, based on what the	**Plants - Biology** To know that a plant can grow from a seed or a bulb To know the differences between a seed and a bulb eg layers, planting, time to grow, bulbs can survive in the winter To know that the term 'germination' refers to the process when a seed starts to grow and produce shoots To know that a plant needs water, sunlight and air to grow To be able to carry out a simple scientific experiment to explore what a plant needs to grow eg placing it in darkness or not providing water **Animals, including humans - Biology** • I can explain the stages a human goes through to grow from a baby to an adult. • I know that all species of animals have babies, including humans, and that if they didn't the species would become extinct. •I know that some baby animals look very similar to their parents and some look very different. • I know that mammals give birth to live young and birds, reptiles and fish lay eggs. I can match a variety of baby animals to their parents. • I know that the eggs animals lay are vulnerable to predators and other dangers, which is why the parent animal often builds a nest to keep them safe and lays several eggs at once. • I know that all animals need food, water and air to stay alive, and that some animals breathe oxygen with their lungs while fish	Microhabitats **Living things and their habitats - Biology** To know the seven life processes that all living things need to be able to do to stay alive using MRSNERG To know that a habitat is the environment in which an animal lives To know know that all living things need to live in a habitat that can provide them with the things they need to stay alive. To know that a food chain shows the transfer of energy between living things To know that all food chains begin with a producer To know that a producer gets its energy from the sun To be able to identify the features of a range of habitats eg woodland, rockpool, rainforest, desert, polar To be able to name the animals in a specific habitat **TAPS Focused Assessment: Animal Home Build/ Sorting Living & Non-Living/ Nature Spotters/ Woodlice Tally**	**Animals, including humans - Biology** • I know that it is important to eat a healthy balance of foods because different foods are useful to our bodies for different things • I know that exercise is important to keep our heart and lungs healthy, and that it keeps our muscles strong and flexible. • I can use the food pyramid and balanced plate model to find out how much carbohydrate, fruits and vegetables, protein, dairy, fats and sugars I should eat. • I can plan a healthy, balanced meal.

			object will be used for and who will use it. **TAPS Focused Assessment: Waterproof materials/ Uses of Materials: Recording discussion** **Conducting Experiments** **2.2.a.1 Observe closely, using simple equipment -** Examine carefully, e.g. using a hand lens **2.2.a.2 Perform simple tests -** Conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. **Recording Experiments** **2.3.a.1 Record and communicate their findings in a range of ways and begin to use simple scientific language.** **Conclusions and Predictions** **2.5.a.1: Gather and record data to help answer questions (+)** Collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.	that live under water take in oxygen through their gills. • I can identify a variety of animals that give birth to live young and those that lay eggs. **Recording Experiments** **2.5.b.1 Use their observations and ideas to suggest answers to questions** Answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. **Being curious: Review** Plants: Observing Seeds & Plants **TAPS Focused Assessment: Comparing plant growth in different conditions/ Observing seeds & plants**		
Art and Design	Banksy			Observational drawing and painting of sunflowers Artist - Van Gogh	Art from a contrasting locality Papier mache globe	Artist - Julian Opie
Computing (Teach Computing units)	Internet safety Computing systems & networks - IT around us (Unit 1) Data and Information - Pictograms (Unit 4)	Programming - Robot algorithms (Unit 3)	Creating Media - Making Music (Unit 5)	Creating Media - Digital Photography (Unit 2)	Keyboard typing skills	Programming - Introduction to quizzes (Unit 6)
Design and Technology		Design, make & evaluate stick Christmas decorations	Innovation- trying different toppings Cooking - making sweet and savoury pancakes		Comparing ingredients from different climate.	Making moving cards (Father's Day) **Textiles**

			Design, make & evaluate a fire pump / engine		Cooking - Make a dish from a contrasting locality	Design, make & evaluate e.g handkerchief/ face masks - cutting material, stitching & embellishing
Geography	Where around the world we all come from Map work UK locational knowledge Capital cities - London landmarks Milton Keynes locality	Locational knowledge - continents & oceans, Equator, hot & cold climates			Comparing localities Map work	
History	No History	Significant individuals (Explorers) - explorers Ibn Battuta, James Cooke, Nellie Bly, Matthew Henson, Tim Peake	Great Fire of London - event beyond living memory		No History	Florance Nightingale and Mary Seacole. Comparison with hospitals and the NHS today
Music	Charanga -Hands, Feet, Heart	Singing - Christmas performance songs	Singing & recorders - London's Burning	Link to Computing - Making Music Charanga - Exploring feelings through music - making the world a better place	Charanga - Friendship song	Singing - Leavers' song
PE	Games skills - fitness, throwing, catching skills, badminton, basketball		Football	Tennis	Athletics	Sports Day skills Athletic
	Gymnastics		Dance	Netball	Swimming	Rounders
RE	What is a leader? Can God tell us what to do? What sort of a leader was Moses? How do religious leaders lead? Do people need leaders? Who makes the best leaders?	Christianity and the Christmas Story What is the good news in The Christmas Story?	Is it important to celebrate New Year?	How do Christians celebrate Easter?	How should we spend the weekend?	Can stories change us?

PSHE (Jigsaw)	Being me in my world - Puzzle 1 Regulating emotions - Zones of Regulation	Relationships - Puzzle 5	Celebrating difference - Puzzle 2	Dreams and goals - Puzzle 3	Healthy me - Puzzle 4	Changing me - Puzzle 6 Focus on transition to Junior School