

KS1 – Year Two

	Subject area	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 Amethyst and Ametrine	Enquiry Theme	The Chocolate Teapot	London's Burning!	Fly Me to the Moon/ Voyagers to the New World	Little Shop of Horrors	Amazing Africa– linked with Deadly 60	Amazing Africa
	Enquiry Question	Why would you choose to use a chocolate teapot?	Was the fire of London great?	Why were explorers important?	What helps or hinders plant growth?	What is so deadly about the 'Deadly 60'?	How is Africa similar and different to the UK?
	Prior knowledge	Y1 T4	Y1 T3 Y1 T1	Y1 T3	Y1 T5	YR T2 Y1 T1 Y1 T5	Y1 T6 Y1 T2 Y1 T1
	Future knowledge	Y4 T6			Y3 T1		Y3 T2
Role play	Inside	Chocolate/ candy factory	Thomas Farriner's Bakery	Spaceship	Plant Shop (Little Shop of Horrors themed)	Safari	Research lab- animal themed

Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
English-reading	<p>Word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading <p>Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that 						Pie Corbett- Reading Spine

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	<p>at which they can read independently</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far 					
	<p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 					
Texts	Traction Man, Meerkat Mail, Amazing Grace, Pumpkin Soup, Who's Afraid of the Big Bad Book?, Dr Xargle's Book of Earthlets, Not Now Bernard, Tuesday, The Flower, Gorilla, Emily Brown and The Thing, Frog and Toad Together, The Owl Who Was Afraid of the Dark, The Giraffe					

	and the Pelly and Me, Fantastic Mr Fox, The Hodgeheg, Flat Stanley and Willa and old Miss Annie.						
English-writing-genres	Lists, labels and captions	Poetry Narrative	Report	Instructions	Non-chronological reports Explanations	Recounts (postcards)	Pie Corbett-Talk for Writing
Writing-Composition	To write narratives (real and fictional). To write for different purposes. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To read aloud writing.	To write narratives (real and fictional). To write for different purposes. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To proof-read to check for errors in spelling, grammar and punctuation. To read aloud writing.	To write narratives (real and fictional). To write for different purposes. To write about real events. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To proof-read to check for errors in spelling, grammar and punctuation.	To write narratives (real and fictional). To write for different purposes. To write about real events. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To proof-read to check for errors in spelling, grammar and punctuation. To re-read writing to check it makes sense and the verbs are used correctly.	To write narratives (real and fictional). To write for different purposes. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To proof-read to check for errors in spelling, grammar and punctuation. To re-read writing to check it makes sense and the verbs are used correctly.	To write narratives (real and fictional). To write poetry. To plan by saying out loud what they are going to write about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To proof-read to check for errors in spelling, grammar and punctuation. To re-read writing to check it makes sense and the verbs are used correctly.	

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

<p>Writing transcription-spelling</p>	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning the possessive apostrophe (singular) add suffixes to spell longer words 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms add suffixes to spell longer words 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words add suffixes to spell longer words 	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones add suffixes to spell longer words 	
<p>Vocabulary, grammar and punctuation</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters).</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question</p>	

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because). Expanded noun phrases. Sentences with different forms (commands). Tense (past and present)	letters, question marks). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because, when, if and that). Expanded noun phrases. Sentences with different forms (commands, statements, questions). Commas Tense (past and present)	marks, possessive apostrophes). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because, when, if and that). Expanded noun phrases. Sentences with different forms (commands, statements, questions, exclamations). Commas Tense (past and present)	marks, possessive apostrophes, apostrophes for contraction). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because, when, if and that). Expanded noun phrases. Sentences with different forms (commands, statements, questions, exclamations). Commas Tense (past and present)	marks, possessive apostrophes, apostrophes for contraction). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because, when, if and that). Expanded noun phrases. Sentences with different forms (commands, statements, questions, exclamations). Commas Tense (past and present)	marks, possessive apostrophes, apostrophes for contraction). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because, when, if and that). Expanded noun phrases. Sentences with different forms (commands, statements, questions, exclamations). Commas Tense (past and present)	
English-phonics	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds	Letters and Sounds - Little Wandle

<p>English-handwriting</p>	<p>Practising diagonal join to ascender: th, ch Practising diagonal join, no ascender: ai, ay Practising diagonal join, no ascender: ir, er Practising horizontal join to ascender: wh, oh Practising horizontal join, no ascender: ow, ou Introducing diagonal join to e: ie, ue Introducing horizontal join to e: oe, ve Introducing ee Practising diagonal join, no ascender: ie Writing numbers 1–100</p>		<p>Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng Introducing horizontal join to anticlockwise letters: oo, oa Practising horizontal join to anticlockwise letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing Size and spacing</p>		<p>Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip Building on horizontal join to ascender: ok, ot, ob, ol Building on horizontal join, no ascender: oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing Capitals</p>		<p>PenPals</p>
<p>Maths</p>	<p>Number: Place Value; Addition and Subtraction</p>	<p>Number: Addition and Subtraction Geometry: Properties of shapes Measurement- Money</p>	<p>Number: Multiplication and Division Measurement: Length and Height</p>	<p>Measurement: Length and Height Measurement: Time Number: Fractions</p>	<p>Consolidation /TAF Evidence SATS tests Measurement: Mass, Capacity and Temperature</p>	<p>Measurement: Mass, Capacity and Temperature Statistics Geometry: Position and Direction</p>	<p>White Rose NCETM</p>
<p>Science</p>	<p>EVERYDAY 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, twisting and stretching. BU Y1 T4 NEXT Y4 T6</p>		<p>PLANTS AND LIVING THINGS AND THEIR HABITATS Differentiate living, dead and non-living Basic needs of animals & offspring Simple food chains & habitats BU Y1 T5 NEXT Y3 T1</p>		<p>ANIMALS, INCLUDING HUMANS 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. PLANTS</p>		

						Growing plants (water, light, warmth) BU Y1 T1 NEXT Y3 T2	
History		Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Placing the Great Fire on a timeline. What did the people look like, wear, eat? Lives of significant historical figures, including comparison of those from different periods (GUY FAWKES, SAMUEL PEPYS) BU Y1 T3	Lives of significant individuals in the past who have contributed to national and international achievements e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell BU Y1 T3				
Geography		Locating London on a map. Looking at before & after pictures from the Great Fire. How did the city change Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key BU Y1 T3				Study a distant locality focusing on climate Name & locate world's continents and oceans Compare local area to a non-European country Use basic vocabulary to describe a less familiar area Use simple observational skills to study the immediate environment BU Y1 T6	
Art and design	Drawing - Portraits Rembrandt		Painting – Still Life Morandi		Sculpture - Clay Emma Bridgewater		REAch2
Design and Technology	Sculpture- Terrific Towers Gustave Eiffel, Anish Kapoor & Cecil Balmon		Textiles- Wonderful World of Wool Edmund Cartwright		Mechanisms- Dynamic Drawbridges Sir John Wolfe Barry, Sir Horace Jones and Joseph Strauss		REAch2

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

Music	Unit 1 - Ourselves Unit 2- Toys	Unit 12 – Water Unit 2- Number	Unit 4- Weather Unit 11- Travel	Unit 7- Our School Unit 8- Pattern	Unit 3- Animals Unit 9- Storytime	Unit 10- Storytime Unit 6- Seasons	Music Express
Computing	Unit 2.2 - We are games testers Exploring how computer games work	Unit 2.3 - We are photographers Taking a better photo	Unit 2.1 - We are astronauts Programming on screen	Unit 2.4 - We are researchers Researching a topic	Unit 2.5 - We are detectives Collecting clues	Unit 2.6 - We are zoologists Collecting data	Rising Stars
PE	Send and Return Unit 1	Attack, Defend and Shoot Unit 1	Send and Return Unit 2	Attack, Defend and Shoot Unit 2	Run, Jump, Throw Unit 1	Run, Jump, Throw Unit 2	The PE Hub
	Dance Unit 1	Gymnastics Unit 1	Dance Unit 2	Gymnastics Unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2	
RE	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam	Pan-Berkshire SACRE Discovery RE
PSHE and Citizenship	Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices	Celebrating Differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Jigsaw

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	Recognising feelings	remaining friends					
MfL	Greetings Los Saludos - E	I can Puedo- E	Transport Los Transportes - E	The family La Familia -I	My home Mi Casa- I	The seasons Las Estaciones- E	Language Angels
Visits							
Visitors/ Events							
REAch2 11 before 11 Promises	Cross A Border 						