

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 1 Autumn 1	Enquiry Theme	The Chocolate Teapot
		Enquiry Question	Why would you choose to use a chocolate teapot?
Role play	Inside	Chocolate Candy Factory	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- reading</b> Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand both the books that they can already read accurately and fluently and those that they listen to. Participate in discussion about books, poems, and other works. Explain their understanding of books. ** refer to LTP for ongoing objectives	Shared texts – writing Class read – Pie Corbett Reading Spine or 50 Recommended Reads List Guided – group targets and texts						
<b>English- writing Composition</b> 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.	Independent 'get to know you' literacy activities.	<b>Narrative – story Imitation</b> <i>Text: Traction Man</i> Cold Task Imitation Shared write focus – 5 sentence story starters Expanded noun phrases	<b>Narrative - story Innovation</b> Shared write focus – 5 sentence story starters Expanded noun phrases	<b>Narrative - story Independent application</b> Independent application Independent task	<b>Instructions Imitation</b> Cold Task – instructions of how to make a common food (sandwiches). Model text is a chocolate nest cake recipe. Shared writing focus – Imperative verbs to create commands Expanded noun phrases	<b>Instructions Innovation</b> Shared writing focus – Imperative verbs to create commands Expanded noun phrases	<b>Instructions Independent application</b> Writing chocolate nest instructions Independent application and independent task
<b>English- phonics</b> Phase ... Little Wandle Letters and Sounds	Phonics assessments	Refer to Little Wandle Letters and Sounds scheme for phase progression.					
<b>English- spelling</b>	CEW assessment	Conjunctions	Conjunctions	Conjunctions	Imperative verbs	Imperative verbs	Imperative verbs

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Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell common exception words.		Y1 and Y2 CEW	Y1 and Y2 CEW	Y1 and Y2 CEW	Y1 and Y2 CEW	Y1 and Y2 CEW	Y1 and Y2 CEW
<b>English- vocabulary, grammar and punctuation</b> Learn how to use both familiar and new punctuation (full stops and capital letters). Learn how to use co-ordination and some subordination. Learn how to use expanded noun phrases. Learn how to use sentences with different forms (commands). Learn how to use past and present tense.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions. Tense (past).	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions. Tense (past).	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions. Tense (present). Commands	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions. Tense (present). Commands	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions. Tense (present). Commands
<b>English- handwriting</b> Practise diagonal join to ascender Practise diagonal join no ascender Practise horizontal join to ascender	Diagonal join to ascender - th	Diagonal join to ascender - ch	Diagonal join no ascender - ai	Diagonal join no ascender - ay	Diagonal join no ascender - ir	Diagonal join no ascender - er	Horizontal join to ascender - wh
<b>Maths</b> Number: Place Value Number: Addition and Subtraction	Numbers to 100 (counting and partitioning). Recognising tens and ones	Numbers to 100 (counting and partitioning in different ways). Recognising tens and ones	Counting to 100 Comparing and ordering numbers to 100 Counting in 2s, 5s and 10s	Number bonds to 10 and 100 Adding ones.	Adding and subtracting across 10s.	Adding and subtracting across 10s.	Mixed addition and subtraction.
<b>Science: Everyday Materials</b> To identify and compare the suitability of a variety of everyday materials. To find out how the shapes of solid objects made from some materials	What is a material? Material hunt and discussion of properties.	Identify and classify different materials	Comparing suitability of different materials	Squashing, bending, stretching, twisting: investigations and link to recycling	Discovering new materials – John McAdam		Consolidation

<p>can be changed by squashing, bending, twisting and stretching.</p> <p>Identifying and classifying</p> <p>To perform simple tests</p> <p>To gather and record data to help in answering questions</p>							
History							
Geography							
<p><b>Art and design</b></p> <p>To use drawing to develop ideas</p> <p>To develop a wide range of art and design techniques in colour, texture, line, shape, form and space.</p> <p>To learn about the work of an artist and describe the similarities and differences between them.</p>	<p>Gallery of Rembrandt to introduce artist</p>	<p>Technique station to explore shades, tints and tones</p>	<p>Shading</p>	<p>Finishing and extending Rembrandt's portraits</p>	<p>Drawing portraits using pencil</p>	<p>Drawing portraits using colouring pencil</p> <p>Evaluation of drawing</p>	<p>Final piece and evaluation</p>
Design and Technology							
<p><b>Music</b></p> <p>Use voices expressively and creatively</p> <p>Experiment with, create and combine sounds.</p> <p>Identify and keep a steady beat using instruments.</p>		<p>Music Express p8 – Ourselves</p> <p>Exploring sounds voice and body</p>		<p>Music Express p9 – Ourselves</p> <p>Exploring sounds and simple notations</p>		<p>Music Express p10 – Ourselves</p> <p>Call and response</p>	
<p><b>Computing</b></p> <p>Unit 2.2 – We are game testers</p> <p>Work out rules (algorithms) for a simple arithmetic game</p> <p>Investigate algorithms for a simple game</p> <p>Practise programming skills</p> <p>Work out winning strategies</p>	<p>Lesson 1 – Addition race games</p>		<p>Lesson 4 – Duck shooting</p>		<p>Lesson 5 – A coding game</p>		<p>Lesson 6 – Nim</p>
<p><b>PE</b></p> <p>Send and Return Unit 1</p> <p>Dance Unit 1</p>	<p>Send and Return: To stay on our toes to move quickly towards the ball</p>	<p>Send and Return: To identify which hand is dominant in a game</p> <p>Dance:</p>	<p>Send and Return: The basic rules of serving to our partner</p> <p>Dance:</p>	<p>Send and Return: To develop agility and use it in a game</p> <p>Dance:</p>	<p>Send and Return: To use the correct grip to hit a self fed ball</p> <p>Dance:</p>	<p>Send and Return: To use the ready position in a rally</p> <p>Dance:</p>	<p>Send and Return: Dance:</p>

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	Dance: To use penguin images to inspire our dance	To show feelings of abandonment through dance	To create movements that show the friendship between two characters	To create a solo dance with changes of direction and speed	To create a solo dance with changes of direction and speed	To match our movements to music	To choose a formation for our dance and explain our choice
<b>RE</b> Christianity Is it possible to be kind to everyone all of the time?	Engagement – What does it mean to be kind?	Investigation – Is it possible to be kind all the time? Could Jesus be kind all of the time?			Evaluation – How do Christians achieve kindness?	Expression – Do you think you are kind to everyone all of the time?	
<b>PSHE and Citizenship</b> Being Me Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand the rights and responsibilities of a member of the class	Hopes and Fears for the Year	Rights and Responsibilities	Rewards and Consequences	Safe and fair learning environment	Valuing contributions	Choices	Recognising feelings
<b>MfL</b> Greetings – Los Saludos	Saying hello	Saying your name	Asking someone how they are	Telling someone how you are	Saying goodbye	See you soon	Consolidation
<b>Visits/ visitors</b>							
<b>REAch2 11 before 11 Promises</b>							