









KS1 – Year Two

Year group	Enquiry Approach	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 Initial Engagement 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, T4	Y1 T3, T4 Y1 T3	Y1 T1, T2 Y1 T3	Y2 T1 Y1 T1 T5	Y1 T2 Y1 T1; Y2 T3	Y1 T6 Y1 T2 Y2 T2
	Future knowledge	Y3 T1 Y3 T5	Y3 T5 Y6 T2, T3	Y3 T4 Y3 T2, T3; T4 T3, T4	Y2 T2 Y3 T1, T2	Y4 T1, T3 Y6 T5	Y2 T2 Y4 T1, T3 Y4 T3
	Visits/ Visitors		Visitor: Drama workshop				Visit: Woburn Safari
Role play	Inside	Chocolate/ candy factory	Thomas Farriner's Bakery	Spaceship	Plant Shop (Little Shop of Horrors themed)	Safari	Research lab- animal themed
Exceptional Futures- I am a...							
		10 Good Deeds 					

Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Word reading:						

<p>English-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 at which they can read independently 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>Pie Corbett-Reading Spine</p>	
	<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 						
<p>Texts</p>	<p>Traction Man, Meerkat Mail, Amazing Grace, Pumpkin Soup, Who's</p>						

	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,	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 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 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	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.	

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		grammar and punctuation. To read aloud writing.	To proof-read to check for errors in spelling, grammar and punctuation.	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.	spelling, grammar and punctuation. To re-read writing to check it makes sense and the verbs are used correctly.	To re-read writing to check it makes sense and the verbs are used correctly.	
Writing transcription-spelling	<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	
Vocabulary, grammar and punctuation	Learn how to use both familiar and new punctuation correctly (full stops, capital letters). Co-ordinating conjunctions (and, but, or and so). Subordinating conjunctions (because). Expanded noun phrases. Sentences with different forms (commands). Tense (past and present)	Learn how to use both familiar and new punctuation correctly (full stops, capital 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)	Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question 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)	Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question 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)	Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question 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)	Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question 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

English-handwriting	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		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		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		PenPals
	Maths	Number: Place Value; Addition and Subtraction	Number: Addition and Subtraction Geometry: Properties of shapes Measurement- Money	Number: Multiplication and Division Measurement: Length and Height	Measurement: Length and Height Measurement: Time Number: Fractions	Consolidation /TAF Evidence SATS tests Measurement: Mass, Capacity and Temperature	Measurement: Mass, Capacity and Temperature Statistics Geometry: Position and Direction
Science	Playground Games	Building a Playhouse	Animals Including Humans	Plants	Living Things and Their Habitats – habitats and chains		REAch2
	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.	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.	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.	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.	Explore and compare 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.		
History		London’s Burning	Extraordinary Explorers		Reach for the Skies		REAch2
		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	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		Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory eg the first aeroplane flight.		

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		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)	and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell				
Geography	You're in Europe			Wonderful World		Coming to Kenya	REAch2
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding 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			Locational knowledge: name and locate the world's seven continents and five oceans Geographical skills and fieldwork: use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		Locational knowledge: name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
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
Music	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends	Kapow
	Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	
Computing	Unit 1 Computing systems and networks- IT around us	Unit 2 Creating media- digital photography	Unit 3 Programming A- robot algorithms	Unit 4 Data and information- pictograms	Unit 5 Creating media- digital music	Unit 6 Programming B- programming quizzes	NCCE
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	Gymnastics	Dance	Gymnastics	Hit, Catch, Run	Hit, Catch, Run	

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	Unit 1	Unit 1	Unit 2	Unit 2	Unit 1	Unit 2	
RE	<p>Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam</p> <p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity</p>	<p>Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> <p>Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam</p>	<p>Pan-Berkshire SACRE Discovery RE</p>
PSHE and Citizenship	<p>Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Celebrating Differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>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</p>	<p>Jigsaw</p>