KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 1 Autumn 1	Enquiry Theme	The Chocolate Teapot
		Enquiry Engagement 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
English- reading 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						
English- 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.	Independent 'get to know you' literacy activities.	Narrative writing - Imitate a text	Narrative writing – Imitate a text	Narrative writing – Plan new story	Narrative writing – Write story	Narrative writing – Write story	Narrative writing – Edit and publish writing
English- phonics Phase … Little Wandle Letters and Sounds	Phonics assessments	Refer to Little Wandle Letters and Sounds scheme for phase progression.					
English- spelling Segment spoken words into phonemes and represent these by graphemes.	CEW assessment	Good Endings/Suffixes - le	Good Endings/Suffixes – il	Good Endings/Suffixes - il and al	Recognising Punctuation – contractions	Recognising Punctuation - contractions	Good Endings/Suffixes – tion and sion

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Learn new ways of spelling phonemes. Learn to spell common exception words.		Rely on Phonics – Go Grapheme Grafters	Good Endings/Suffixes – y Interrogate and Check – CEWs Memorise Rules and Exceptions – contractions Pronunciation – a and ai sounds	Rely on Phonics – Go Grapheme Grafters	Good Endings/Suffixes – ve Rely on Phonics – ay sound Order of letters – past tense Verification - CEWs	Rely on Phonics – Go Grapheme Grafters	Recognising Punctuation – proper nouns Inspecting a Dictionary – alphabetical order Navigating a thesaurus – synonyms Guesses – improving words
English- vocabulary, grammar and punctuation 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.	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.	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.
English- handwriting 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
Maths 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.
Science: Everyday Materials	Identify and describe the properties of materials – review	Identify and describe the properties of materials – write about	Use observations of properties of materials to predict. Perform a simple test.		Use observations of the properties of materials to predict. Perform a simple test.		Measure and record data.

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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 can be changed by squashing, bending, twisting and stretching. Identifying and classifying To perform simple tests To gather and record data to help in answering questions	different materials and their properties.	the suitability of different materials.	Bouncing High investigation – which balls bounce the best?		Bouncing High investigation – which bat hits the ball the furthest?		Use observations of the properties of materials to make a prediction.
History							
Geography Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 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.	Identify the characteristics of the four countries and capital cities of the UK.	Identify the characteristics of the four countries and capital cities of the UK.	Identify the word culture and how it links to the British Isles.	Explore tourist areas of the UK.	Understand what an Atlas is and how to use one.	Explore the continent of Europe.	Explore the continent of Europe and identify human and physical features.
Art and design To use drawing to develop ideas To develop a wide range of art and design techniques in colour, texture, line, shape, form and space. To learn about the work of an artist and describe the similarities and differences between them.	Know that Rembrandt is an artist and a portrait artist Know how portraits and self portraits are different Understand why portraits are important Identify portraits in life and history. Know how different facial expressions are shown in a portrait.	Use key vocabulary to describe facial features. Describe use of light and dark in Rembrandt paintings.	Explore using shading to create a 3D form using different gradient shading pencils and different ways to use colouring pencils to create tints and tones. Identify and describe the effects created by the shades, tints and tones. Explore pressure and using different parts of the pencil/layering.	Use sketch and coloured pencils to make different tints, tones and shades. Identify improvements for own work after viewing the work of others. Know how to self-evaluate and identify own improvements for final piece.		Know how to compose a final piece using choice of sketch, coloured pencils or both. Identify how similar or different to Rembrandt and what could be changed or improved.	

Design and Technology						
Music West African call and response song (Theme: Animals)	Lesson 1: Going on safari To create short sequences of sound	Lesson 2: Rhythmic safari To copy a short rhythm and recognise simple notation	Lesson 3: Call and response To learn a traditional song from Ghana	Lesson 4: Rhythmic response To create rhythms based on 'call and response'	Lesson 5: The safari event To add dynamics (volume) to a structure of rhythms	
Computing Computing systems and networks – IT around us:	To recognise the uses and features of information technology I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT	To identify the uses of information technology in the school I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way	To identify information technology beyond school I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology	To explain how information technology helps us I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT	To explain how to use information technology safely I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe	Computing systems and networks – IT To recognise that choices are made when using information technology I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways	
PE Send and Return Unit 1 Dance Unit 1	Send and Return: To stay on our toes to move quickly towards the ball Dance: To use penguin images to inspire our dance	Send and Return: To identify which hand is dominant in a game Dance: To show feelings of abandonment through dance	Send and Return: The basic rules of serving to our partner Dance: To create movements that show the friendship between two characters	Send and Return: To develop agility and use it in a game Dance: To create a solo dance with changes of direction and speed	Send and Return: To use the correct grip to hit a self fed ball Dance: To create a solo dance with changes of direction and speed	Send and Return: To use the ready position in a rally Dance: To match our movements to music	Send and Return: Dance: To choose a formation for our dance and explain our choice
RE 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 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?	
PSHE and Citizenship Being Me Understand their own rights and responsibilities with their classroom Understand that their choices have consequences	Hopes and Fears for the Year	Rights and Responsibilities	Rewards and Consequences	Safe and fair learning environment	Valuing contributions	Choices	Recognising feelings

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Understand the rights and responsibilities of a member of the class							
MfL Greetings – Los Saludos							
Visits/ visitors							
REAch2 11 before 11 Promises	**10 Good Deeds** 						