









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

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	
English-reading	Word reading: <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 						

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	<ul style="list-style-type: none"> • 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 	Pie Corbett- Reading Spine
Texts	<div> <div>Understand both the books that they can already read accurately and fluently and those that they listen to by:</div> <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 </div> <div> <div>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</div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	

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	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.	
Writing transcription-spelling	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	Spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many 	

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands).</p> <p>Tense (past and present)</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question marks).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because, when, if and that).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands, statements, questions).</p> <p>Commas</p> <p>Tense (past and present)</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question marks, possessive apostrophes).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because, when, if and that).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands, statements, questions, exclamations).</p> <p>Commas</p> <p>Tense (past and present)</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question marks, possessive apostrophes, apostrophes for contraction).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because, when, if and that).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands, statements, questions, exclamations).</p> <p>Commas</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question marks, possessive apostrophes, apostrophes for contraction).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because, when, if and that).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands, statements, questions, exclamations).</p> <p>Commas</p>	<p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, question marks, possessive apostrophes, apostrophes for contraction).</p> <p>Co-ordinating conjunctions (and, but, or and so).</p> <p>Subordinating conjunctions (because, when, if and that).</p> <p>Expanded noun phrases.</p> <p>Sentences with different forms (commands, statements, questions, exclamations).</p> <p>Commas</p>	

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				Tense (past and present)	Tense (past and present)	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
Writing Foundational Skills/ Knowledge	Identify and write different types of nouns and use conjunctions or commas to write them in a list. Identify and write a present tense action verb.	Maintain a consistent tense when writing. Maintain the correct subject/verb agreement when writing with singular and plural subjects. Distinguish between statements and commands.	Identify and write adjectives before nouns that act as the subject or object. Identify and write adjectives in lists with commas and in sentences. Identify and write apostrophes for contractions.	Identify and write prepositions of time, place and movement. Distinguish between a main clause and a phrase. Identify and write prepositional phrases of time, place and movement within simple sentences.	Write sentences with conjunctions (and, so, but, or, when, if, that, because).	Identify and write adverbs of manner. Write different sentence types (statements, commands, questions and exclamations).	REAch2
Maths	Number: Place Value; Addition and Subtraction	Number: Addition and Subtraction Geometry: Properties of shapes	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 Statistics	White Rose NCETM

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		Measurement- Money			Measurement: Mass, Capacity and Temperature	Geometry: Position and Direction	
Maths- Foundational Facts	Recall composition of numbers to 10 Read and write to 100 and beyond Count forwards and backwards in multiples of 10 Find 1 more/ 1 less and 10 more/ 10 less of any number to 100	Recall number bonds to 10 and 20 Recall number bonds to 100	Recall days of the week and months of the year Name a variety of 2D and 3D shapes	Double and halve (even) numbers to 20 Count in 2s Count in 5s Count in 10s	Recall all multiplication and division facts for 2x table Recall all multiplication and division facts for 5x table Recall all multiplication and division facts for 10x table	Count in 3s Recognise all coins and notes	REAch2
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 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)	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		Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory eg the first aeroplane flight.		
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	

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						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	Call and response song (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)	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.	Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Developing an understanding of structure by exploring and ordering rhythms.	Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.	
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 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 Jigsaw RE

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PSHE and Citizenship	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	Jigsaw
	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>	
	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p>	<p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>	<p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	