

KS1 – Year Two

|                                    |                    |                          |                               |
|------------------------------------|--------------------|--------------------------|-------------------------------|
| Year 2<br>Amethyst<br>and Ametrine | Term 2<br>Autumn 2 | Enquiry Theme            | London's Burning              |
|                                    |                    | Enquiry Question         | Was the Fire of London great? |
| Role play                          | Inside             | Thomas Farriner's Bakery |                               |

|   | Week 1  | Week 2                                 | Week 3             | Week 4             | Week 5                           | Week 6                           | Week 7  |
|---|---|--|--------------------|--------------------|----------------------------------|----------------------------------|---------|
| <b>English- reading</b><br>Develop pleasure in reading, motivation to read, vocabulary and understanding.<br>Understand both the books that they can already read accurately and fluently and those that they listen to.<br>Participate in discussion about books, poems, and other works.<br>Explain their understanding of books.<br>** refer to LTP for ongoing objectives | Shared texts – writing<br>Guided – group targets and texts              |  |                    |                    |                                  |                                  |         |
| <b>English- writing Composition</b><br>To write narratives (real and fictional).<br>To write for different purposes.<br>To plan by saying out loud what they are going to write, writing down key words and phrases and encapsulating sentence by sentence.<br>Evaluate writing with teacher and other pupils.<br>To read aloud writing.                                      | Narrative – Imitate Vlad and the GFOL                                   | Narrative – Innovate Vlad and the GFOL | Samuel Pepys Diary | Samuel Pepys Diary | Non-chronological report of GFOL | Non-chronological report of GFOL | Recount |
| <b>English- phonics</b><br>Phase 5: Little Wandle Letters and Sounds  | Refer to Little Wandle Letters and Sounds scheme for phase progression. |  |                    |                    |                                  |                                  |         |
| <b>English- spelling</b><br>Segment spoken words into phonemes and represent these by graphemes.  | Refer to Little Wandle Spelling for learning progression.               |  |                    |                    |                                  |                                  |         |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

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| Learn new ways of spelling phonemes.<br>Learn to spell CEW.  |  |  |   |   |   |   |   |
| <b>English-<br/>vocabulary,<br/>grammar and<br/>punctuation</b><br>Learn how to use both familiar and new punctuation (full stops and capital letters).<br>Learn how to use co-ordination and some subordination.<br>Learn how to use expanded noun phrases.<br>Learn how to use sentences with different forms (commands, statements, questions, exclamations).<br>Learn how to use past and present tense. | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Commas<br>Tense (past). | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Commas<br>Tense (past). | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (past).<br>Commas<br>Exclamations. | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (past).<br>Commas<br>Exclamations. | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (past).<br>Commas<br>Exclamations. | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas<br>Questions. | Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas<br>Questions. |
| <b>English-<br/>handwriting</b><br>Practice horizontal joins.<br>Practise diagonal join to e<br>Practise diagonal join no ascender.  | Horizontal joins - ow  | Horizontal joins - ou  | Introducing diagonal join to e - ie   | Introducing diagonal join to e - ue   | Introducing horizontal join to e - oe   | Introducing horizontal join to e - ve   | Introducing ee<br>Practising diagonal join no ascender - le   |
| <b>Writing<br/>Foundational<br/>Skills/<br/>Knowledge</b>  | Maintain a consistent present or past tense when writing.  | Maintain a consistent present or past tense when writing.  | Maintain the correct subject/verb agreement when writing with singular and plural subjects.   | Distinguish between statements and commands.  | Identify and write commands.  | Identify and write commands.  |   |
| <b>Maths</b><br>Number: Addition and Subtraction<br>Geometry: Properties of shape<br>Measurement: Money  | Column addition and subtraction  | Column addition and subtraction  | 2D shapes   | 3D shapes   | 2D and 3D shapes<br>Sorting and making patterns with shapes   | Recognising coins and notes<br>Making the same amount in different ways   | Giving change   |
| <b>Maths-<br/>Foundational<br/>Facts</b>   | Recall number bonds to 10  | Recall number bonds to 20  | Recall number bonds to 10 and 20  | Recall number bonds to 100  | Recall number bonds to 100  | Recall all number bonds   |   |


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| <b>Science:<br/>Everyday<br/>Materials</b><br>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.<br>Find out how the shapes of solid objects can be changed by twisting, squashing, bending and stretching.                          | Identify properties of different fabrics and observe closely.                                     | Use observations of the properties of a material to design a product. Perform a simple test and record data.       | Use observations of the properties of a material to select curtain fabric. Observe closely and use observations to suggest answers to questions. | Use observations of the properties of a materials to design cat's eyes for a path. Gather and record data about a material's properties to help in deciding on the most suitable material. | Use observations of the properties of materials to design a product to keep children safe. | Apply knowledge of the properties of materials when analysing a plan. | Consolidation.                 |
| <b>History</b><br>Events beyond living memory that are significant nationally or globally eg the Great Fire of London.<br>Placing the Great Fire of London on a timeline. What did the people look like, wear, eat?<br>Lives of significant historical figures, including comparison of those from different periods (Samuel Pepys).                    | Understand when the GFOL occurred and how it spread through London                                | Understand what London was like before the fire.   | Find out why we know so much about the fire  | Find out why the fire could not be stopped quickly – make houses   | Find out why the fire could not be stopped quickly – burn houses                           | Understand the impact of the fire on people's lives                   | Explore how London was rebuilt |
| <b>Geography</b>  |   |  |  |  |  |   |                                |
| <b>Art and design</b>   |   |  |  |  |  |   |                                |
| <b>Design and Technology</b><br>Sculpture: Terrific Towers<br>Design purposeful, functional and appealing products.<br>Generate, develop, model and communicate designs.<br>Select from and use a range of tools and equipments.<br>Select from and use a wide range of materials and components.<br>Explore and evaluate a range of existing products. | Understand what towers are, what they can be built from and what their purpose and functions are. | Identify and understand what makes towers structurally stable and strong. Including suitability of materials used. | Research using a variety of techniques.  | Apply knowledge gained from research to own design ideas.  | Adapt designs based on own and group feedback.   | Make final tower and test.  | Evaluate tower.                |

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| Evaluate their ideas and products against design criteria.   |   |   |   |   |  |  |                             |
| <b>Music</b><br>Instruments<br>(Theme: Musical storytelling)<br>Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo. | Listening to and analysing a piece of music in relation to a story.   | Explore how music and sound effects can tell a story  | Select appropriate sounds to match events, characters, and feelings in a story.   | Suggest appropriate sounds to represent parts of a story.   | Perform a composition showing changes in tempo and dynamics  | Christmas Performance songs  | Christmas Performance songs |
| <b>Computing</b><br>Unit 2: Creating media – digital photography   | Use a digital device to take a photograph<br>Recognise what devices can be used to take photographs<br>Talk about how to take a photograph<br>Explain what I did to capture a digital photo | Make choices when taking a photograph<br>Explain the process of taking a good photograph<br>Take photos in both landscape and portrait format<br>Explain why a photo looks better in portrait or landscape format | Describe what makes a good photograph<br>Identify what is wrong with a photograph<br>Discuss how to take a good photograph<br>Improve a photograph by retaking it | Decide how photographs can be improved<br>Explore the effect that light has on a photo<br>Experiment with different light sources<br>Explain why a picture may be unclear | Use tools to change an image<br>Recognise that images can be changed<br>Use a tool to achieve a desired effect<br>Explain my choices | Recognise that photos can be changed<br>Apply a range of photography skills to capture a photo<br>Recognise which photos have been changed<br>Identify which photos are real and which have been changed |                             |
| <b>PE</b><br>PE Hub – Gym Unit 1<br>Attack, Defend and Shoot Unit 1  | Gym:<br>To combine 4 elements in a floor sequence   | Gym:<br>To create power in a variety of different jumps   | Gym:<br>To smoothly link actions  | Gym:<br>To combine 4 elements in a floor sequence<br>To show flexibility in shapes  | Gym:<br>To travel at different speeds  | Gym:<br>To judge a sequence  | Performances                |
|  | Attack, defend and shoot:<br>To kick the ball over long and short distances   | Attack, defend and shoot:<br>To stop a ball with control using the foot   | Attack, defend and shoot:<br>To work as a team to keep the ball   | Attack, defend and shoot:<br>To bounce a ball with my partner   | Attack, defend and shoot:<br>To bounce the ball while we're moving (dribbling)   | Attack, defend and shoot:<br>To pass the ball forward in a game  |                             |
| <b>RE</b><br>Christianity<br>Christmas – Jesus as a gift from God  | Engagement – George saves the world by lunchtime  | Investigation – Christians believe Jesus came to save/help the world  | Investigation - Christmas story   | Investigation – Christmas story   | Evaluation   | Expression   | Christmas Play              |
| <b>PSHE and Citizenship</b><br>Celebrating Difference<br>Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others         | Know there are stereotypes about boys and girls   | Know that it is OK not to conform to gender stereotypes<br><br>Know it is good to be yourself   | Know the difference between a one-off incident and bullying   | Know the difference between a one-off incident and bullying   | Know the difference between right and wrong and the role that choice has to play in this   | Know that friends can be different and still be friends  | Consolidation               |

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| Making new friends<br>Gender diversity<br>Celebrating difference and<br>remaining friends |   |  | Know that sometimes<br>people get bullied<br>because of difference<br><br>Know where to get<br>help if being bullied | Know that sometimes<br>people get bullied<br>because of difference<br><br>Know where to get<br>help if being bullied |  |  |  |
| MfL<br>Fruit<br>Vege  |   |  |  |  |  |  |  |
| Visits/ visitors  | GFOL Drama Workshop In School   |  |  |  |  |  |  |
| REAch2 11<br>before 11<br>Promises  | <b>10 Good Deeds</b><br> |  |  |  |  |  |  |