

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 3 Spring 1	Enquiry Theme	Fly Me To The Moon/Voyagers to the New World
		Enquiry Question	Why were explorers important?
Role play	Inside	Spaceship	

	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 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, writing down key words and phrases and encapsulating sentence by sentence. Evaluate writing with teacher and other pupils. To read aloud writing.	Use text The Great Explorer by Chris Judge – write a letter.	Use text The Great Explorer by Chris Judge – write a letter.	Use text The Great Explorer by Chris Judge – write a narrative.	Use text The Wolf Story – write a non-chronological report.	Use text The Wolf Story – write a non-chronological report.		
English- phonics Phase 5: Little Wandle Letters and Sounds	Refer to Little Wandle Letters and Sounds scheme for phase progression.						
English- spelling Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell CEW.	Refer to Little Wandle Letters and Sounds scheme for progression of Y2 Spelling.						

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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, statements, questions, exclamations). Learn how to use past and present tense.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations.		
English- handwriting Introduce and practise diagonal joins to horizontal letters. Introduce and practise horizontal join to anticlockwise letters.	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		
Writing Foundational Skills/ Knowledge	Identify and write adjectives before nouns acting as the subject.	Identify and write adjectives before nouns acting as the object.	Identify and write commas to list adjectives.	Write sentences with two listed adjectives.	Write sentences with two listed adjectives.	Identify and write apostrophes for contractions.	
Maths Number: Multiplication and Division	Recognise, make and add equal groups	Grouping and sharing	2, 5 and 10 times table	Multiplication and division sentences	Multiplication and division sentences	Multiplication and division sentences	
Maths- Foundational Facts	Recall days of the week	Recall months of the year	Recall days of the week and months of the year	Name a variety of 2D	Name a variety of 3D shapes	Name a variety of 2D and 3D shapes	
Science Animals including Humans: Notice that animals, including humans, have offspring which grow into adults.	Know the differences between babies, young children, adults and elderly people. Understand a life cycle.	Know which essential provision humans need to survive.	Understand what makes a healthy, balanced meal using the different food groups.	Know what happens to the human body during exercise.	Understand the importance of hygiene.		

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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.							
History Lives of significant individuals in the past who have contributed to national and international achievements.	Know who Christopher Columbus was. Understand why Christopher Columbus' achievements were significant.	Know who Neil Armstrong was.	Understand why Neil Armstrong's achievements were significant.	Compare two explorers across different periods of time.	Show an awareness of significant individuals.	.	
Geography							
Art and Design Painting – Still Life Morandi Create shades, tints and tones. Use different application tools. Select appropriate tools for application. Understand and use contrast. Evaluate realism and composition. Arrange objects for effect. Sketch a still life object. Use colour for a purpose.	Introduce still life and realism. Know that Morandi is an artist and a still life artist.	Know how to arrange and compose objects for effect and know what the focal point is in a composition. Look at how shadow is shown in a still life painting.	Know what happens to a shadow when you move the light source. Understand how we made something look realistic. Know how to use lines to show shadow and know how to use line to show 3D form.	Know what colour to use to create shadow. Know how to mix paint to make different tints, tones and shades.	Compose final piece using previous feedback and apply paint to the final sketches.		
Design and Technology							
Music Singing (Theme: On this island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Learn to sing a British folk song	Practise and perform a song relating to the countryside	Practise and perform a song relating to the city	Create symbols to represent sounds	Develop and perform a musical composition		

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Computing Programming A – robot algorithms.	Describe a series of instructions as a sequence Follow instructions given by someone else Choose a series of words that can be enacted as a sequence Give clear instructions	Explain what happens when we change the order of instructions Use the same instructions to create different algorithms Use an algorithm to program a sequence on a floor robot Show the difference in outcomes between two sequences that consist of the same commands	Use logical reasoning to predict the outcome of a program Follow a sequence Predict the outcome of a sequence Compare my prediction to the program outcome	Explain that programming projects can have code and artwork Explain the choices I made for my mat design Identify different routes around my mat Test my mat to make sure that it is usable	Design an algorithm Explain what my algorithm should achieve Create an algorithm to meet my goal Use my algorithm to create a program	Create and debug a program that I have written Test and debug each part of the program Plan algorithms for different parts of a task Put together the different parts of my program	
PE PE Hub – Dance Unit 2 Send and Return Unit 2	Dance Unit 2: Develop a dance that shows different emotions.	Dance Unit 2: Work on our own to create and perform a short movement phrase.	Dance Unit 2: Work on our own to create and perform a short movement phrase.	Dance Unit 2: Watch, copy and repeat actions to create a 'motif'.	Dance Unit 2: Perform our motif in different formations and use different movement pathways in our dance.		
	Send and return Unit 2: Feed a ball to our partner with consistency.	Send and return Unit 2: Send the ball to different parts of the court	Send and return Unit 2: Throw and catch in a seated position.	Send and return Unit 2: Accurately serve the ball to different parts of the court.	Send and return Unit 2: Use overarm attacking shots in a game and manage what we should be doing within the competition.		
RE Islam: Does praying at regular intervals help a Muslim in his/her everyday life?	Engagement – Discuss commitment and explain how it feels to have to stop doing something to reach a target set.	Investigation – Begin to understand what happens when Muslims pray (5 times a day).	Investigation - Begin to understand what happens when Muslims pray (prayer positions).	Investigation – Begin to understand what happens when Muslims pray (Salah)	Evaluation and Expression Begin to understand what happens when Muslims pray (recap and other practices). Commitment in our own lives.		
PSHE and Citizenship Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation	Know how to choose a realistic goal and think about how to achieve it	Know that it is important to persevere	Know how to recognise what working together well looks like	Know what good group-working looks like	Know how to share success with other people		

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Contributing to and sharing success							
Visits/ visitors							
REAch2 11 before 11 Promises	<p>10 Good Deeds</p> 						