

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 4 Spring 2	Enquiry Theme	Little Shop of Horrors
		Enquiry Question	What helps or hinders plant growth?
Role play	Inside	Plant Shop (Little Shop of Horrors themed)	

	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 (retrieval and inference questions). Make connections between books that have been read. Predict what might happen next in a story. ** 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 Moth by Isabel Thomas – write a narrative.	Use text Moth by Isabel Thomas – write a narrative.	Use text The Flower by John Light – write instructions.	Use text The Flower by John Light – write instructions.	Use text The Flower by John Light – write a recount.	Use text The Flower by John Light – write a recount.	
English- phonics Phase ... Little Wandle Letters and Sounds	Refer to Little Wandle Letters and Sounds scheme for phase progression.						
English- spelling	Refer to Little Wandle Letters and Sounds scheme for progression of Y2 Spelling.						

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

Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell CEW.							
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. Apostrophes – possessive and contractions.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions and exclamations. Apostrophes – possessive and contractions.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions, statements, commands and exclamations. Apostrophes – possessive and contractions.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions, statements, commands and exclamations. Apostrophes – possessive and contractions.	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions, statements, commands and exclamations. Apostrophes – possessive and contractions..	Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past and present). Commas. Questions, statements, commands and exclamations. Apostrophes – possessive and contractions..	
English- handwriting Building on diagonal join to ascender. Building on diagonal join to no ascender	ck	al	el	at	il and ill	ui	
Writing Foundational Skills/ Knowledge	Identify and write prepositions of time, place and movement.	Distinguish between a main clause and a phrase.	Distinguish between a main clause and a phrase.	Identify and write prepositional phrases of time, place and movement within simple sentences.	Identify and write prepositional phrases of time, place and movement within simple sentences.	Identify and write prepositional phrases of time, place and movement that begin simple sentences.	
Maths Measurement: Length and Height Number: Time Number: Fractions	Comparing and ordering length and height	Time Telling the time to o'clock, half past, quarter past and quarter to.	Time Telling the time to the nearest 5 minute interval.	Fractions Recognising fractions	Fractions Finding the fractions of shapes and numbers	Fractions Recognising and finding the fractions of shapes and numbers.	

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

Maths- Foundational Facts	Double and halve (even) numbers to 20	Double and halve (even) numbers to 20	Count in 2s	Count in 5s	Count in 10s	Count in 2s, 5s, 10s	
Science: Plants 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	Identify and explain the different parts of a plant. Know the different parts of a plant.	Know the difference between seeds and bulbs. Explain the difference between seeds and bulbs. Understand that seeds and bulbs grow into mature plants. Describe the life cycle of a plant. Know the life cycle of a plant.	Find out and describe what plants need to grow and stay healthy. Plant beans in bags of water to investigate what they need to grow into healthy plants. Predict what will happen to the bean left in the cupboard.	Find out and describe what plants need to grow and stay healthy. Plant seeds and provide some water and some not. Predict what will happen.	Observe and describe the growth of seeds and bulbs (bean and seed previous lessons). Know what kind of liquid a plant needs to survive and stay healthy. Find out and describe what plants need to grow and stay healthy. Plant seeds and keep one in the classroom and one in the fridge (warmth).	Observe and describe the growth of seeds and bulbs (bean and seed previous lessons). Know what plants needs to grow and stay healthy.	
History							
Geography 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	Name and locate the world's continents.	Know how the world's population is distributed across the seven continents.	Locate hot and cold places on the Earth.	Use compass directions accurately.	Name and locate the five oceans.	Apply knowledge of the continents and oceans.	
Art and design							
Design and Technology	Know what wool is and where it comes from.	How is wool produced?	Know the different appearances and	Weave purses by hand.	Weave purses by hand.	Evaluate product.	

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

<p>Textiles – Wonderful World of Wool, Edmund Cartwright</p> <p>Understand where materials come from.</p> <p>Follow simple design criteria for a product to be made.</p> <p>Draw a basic design and pattern.</p> <p>Follow a set of instructions.</p> <p>Apply knowledge gained to join the material to create a product.</p> <p>Test and evaluate product against design criteria.</p>	Know about the work of Edmund Cartwright.	Explore Edmund Cartwright's development of manufacturing.	textures of different purses and design.				
<p>Music</p> <p>Contrasting dynamics (Theme: Space)</p> <p>developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	Create a simple soundscape using dynamic changes	Listen to music and respond creatively, considering how dynamics can be represented	Compare two pieces of music.	Create short pitch pattern to represent a planet	Perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics	Consolidation.	
<p>Computing</p> <p>Unit 4 Data and information- pictograms</p>	<p>Recognise that we can count and compare objects using tally charts</p> <p>Record data in a tally chart</p> <p>Represent a tally count as a total</p> <p>Compare totals in a tally chart</p>	<p>Recognise that objects can be represented as pictures</p> <p>Enter data onto a computer</p> <p>Use a computer to view data in a different format</p> <p>Use pictograms to answer simple questions about objects</p>	<p>Create a pictogram</p> <p>Organise data in a tally chart</p> <p>Use a tally chart to create a pictogram</p> <p>Explain what the pictogram shows</p>	<p>Select objects by attribute and make comparisons</p> <p>Tally objects using a common attribute</p> <p>Create a pictogram to arrange objects by an attribute</p> <p>Answer 'more than'/'less than' and 'most/least' questions about an attribute</p>	<p>Recognise that people can be described by attributes</p> <p>Choose a suitable attribute to compare people</p> <p>Collect the data I need</p> <p>Create a pictogram and draw conclusions from it</p>	<p>Explain that we can present information using a computer</p> <p>Use a computer program to present information in different ways</p> <p>Share what I have found out using a computer</p> <p>Give simple examples of why information should not be shared</p>	
<p>PE</p> <p>Attack, Defend and shoot Unit 2</p> <p>Gymnastics Unit 2</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Throw different types of equipment</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Move to space after passing a ball</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Pass and move forwards to a target with a partner</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Position ourselves as a goalkeeper</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Intercept a ball from a person on the other team</p>	<p>Attack, Defend and shoot Unit 2:</p> <p>Use the skills developed in a competition</p>	
	<p>Gymnastics Unit 2:</p> <p>Perform a front support position with control</p>	<p>Gymnastics Unit 2:</p> <p>Perform an arch and dish shape</p>	<p>Gymnastics Unit 2:</p> <p>Perform a back support shape showing flexibility</p>	<p>Gymnastics Unit 2:</p> <p>Leapfrog</p>	<p>Gymnastics Unit 2:</p> <p>Jump for distance with control</p>	<p>Gymnastics Unit 2:</p> <p>Create and perform a 10-element sequence</p>	

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RE Christianity - Easter	Engage - Life and death and how to remember people	Investigation Easter story	Investigation Symbols of the Easter story	Investigation Christians belief around Easter	Evaluation Symbols of Christianity	Expression New life cards	
PSHE and Citizenship Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Know what their body needs to stay healthy	Know what relaxed means Know what makes them feel relaxed/stressed	Know how medicines work in their bodies	Know why healthy snacks are good for their bodies	Know which foods given their bodies energy Know how to make some healthy snacks	Healthy, happy me	
Visits/ visitors							
REAch2 11 before 11 Promises	10 Good Deeds 						