

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 5 Summer 1	Enquiry Theme	Amazing Africa
		Enquiry Question	What is so deadly about the ‘Deadly 60’?
Role play	Inside	Safari	

	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.	Story (narrative) – animal based.	Non-chronological report – Deadly 60	Diary – Steve Backshall Deadly 60 video	SPAG Revision	Letter – 11B411 Sports Day		
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.						

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Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell CEV.							
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	el	at	il and ill	ui	ey	aw	
Writing Foundational Skills/ Knowledge	Write sentences that contain a conjunction (and, because).	Write sentences that contain a conjunction (but).	Write sentences that contain a conjunction (so).	Write sentences that contain a conjunction (or).	Write sentences that contain a conjunction (when, if).	Write sentences that contain a conjunction (that).	
Maths Consolidation TAF evidence	Place Value Addition and Subtraction	Arithmetic	Fractions Time	Place Value Shape	Money Scales	Consolidation	
Maths- Foundational Facts	Recall all multiplication and division facts for 2x table	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 5x table	Recall all multiplication and division facts for 10x table	Recall all multiplication and division facts for 10x table	

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Science: Living things and their habitats. 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.	Know things that are living, dead or never alive.		Know what a habitat is. Identify how habitats are suited to different animals and plants.		Know what a microhabitat is. Know how a microhabitat provides the basic needs for different insects. Describe how a microhabitat is suited to a particular minibeast.		
	History	Know who Orville and Wilber Wright were.	Understand the difference between life at the time of the Wright Brothers and the present day.	Identify the reasons the Wright Brothers invention was a success.	Use sources of information to prove a historical event.	Understand the impact on the world that the Wright Brothers' invention made.	Understand the word commemorate and how to apply this to the Wright Brothers' legacy.
	Geography						
	Art and design	Explore Emma Bridgewater clay designs.	Research different types of clay.	Plan print design.	Make clay pot.	Make clay pot.	Print design onto pots. Evaluate.

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Design and Technology							
Music Structure (Theme: Myths and legends) Developing an understanding of structure by exploring and ordering rhythms.	Read and clap a rhythm based on a phrase from a story	Hear, write and clap rhythms based on a phrase from a story	Use a rhythm in different ways to demonstrate structure	Create a structure using rhythmic patterns	Perform and group composition		
Computing Unit 5 Creating media- digital music	Say how music can make us feel Identify simple differences in pieces of music Describe music using adjectives Say what I do and don't like about a piece of music	Identify that there are patterns in music Create a rhythm pattern Play an instrument following a rhythm pattern Explain that music is created and played by humans	Experiment with sound using a computer Connect images with sounds Use a computer to experiment with pitch Relate an idea to a piece of music	Use a computer to create a musical pattern Identify that music is a sequence of notes Explain how my music can be played in different ways Refine my musical pattern on a computer	Create music for a purpose Create a rhythm which represents an animal I've chosen Create my animal's rhythm on a computer Add a sequence of notes to my rhythm	Review and refine our computer work Review my work Explain how I changed my work Listen to music and describe how it makes me feel	
PE Run, Jump, Throw Unit 1 Hit, Catch, Run Unit 1	Run, Jump, Throw Unit 1 Move quickly whilst being aware of others around.	Run, Jump, Throw Unit 1 Create power with our legs to turn at speed.	Run, Jump, Throw Unit 1 Move through an obstacle course with speed and control.	Run, Jump, Throw Unit 1 Choose the best throw for different situations.	Run, Jump, Throw Unit 1 Use quick feet whilst sprinting.	Run, Jump, Throw Unit 1 Perform static and dynamic balances.	
	Hit, Catch, Run Unit 1 Hit a ball and score points by running to cones.	Hit, Catch, Run Unit 1 Defend a target by kicking.	Hit, Catch, Run Unit 1 Bowl underarm with control.	Hit, Catch, Run Unit 1 Hit a ball using different bats and techniques.	Hit, Catch, Run Unit 1 Throw accurately to a base.	Hit, Catch, Run Unit 1 Hit a ball into space, away from fielders.	
RE Islam Community and Belonging Does going to a Mosque give Muslims a sense of belonging?	Understand how meeting in a certain place could make you feel like you belong.	Explain what happens when Muslims pray.	Explain what happens when Muslims pray.	Explain what happens when Muslims pray.	Identify how Muslims feel a sense of belonging when they pray.	Consolidation.	
PSHE and Citizenship Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Know that everyone's family is different Know that families function well when there is trust, respect,	Know that there are lots of forms of physical contact within a family	Know there are good secrets and worry secrets and why it is important to share worry secrets	Know that friendships have ups and downs and sometimes change with time	Know some reasons why friends have conflicts Know that friendships have ups and downs	Know how to use the Mending Friendships or Solve it together problem-solving methods	

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Expressing appreciation for special relationships	care, love and co-operation Know what trust is		Know how to stay stop if someone is hurting them	Know some reasons why friends have conflicts	and sometimes change with time		
Visits/ visitors							
REAch2 11 before 11 Promises	10 Good Deeds 						