

KS1 – Year Two

|                                    |                    |                             |   |
|------------------------------------|--------------------|-----------------------------|---|
| Year 2<br>Amethyst<br>and Ametrine | Term 6<br>Summer 2 | Enquiry Theme               | Amazing Africa                                |
|                                    |                    | Enquiry<br>Question         | How is Africa similar or different to the UK? |
| Role play                          | Inside             | Research lab- animal themed |   |

|  | 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 (retrieval and inference questions).<br>Make connections between books that have been read.<br>Predict what might happen next in a story.<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.   | Identify and explore features of a recount.                                      | Write a recount. | Write a letter to Cotswolds Wildlife Park to thank them for our trip. | Non-chronological report about Africa. | Non-chronological report about Africa. | Narrative linked to Fantastic Mr Fox | Narrative linked to Fantastic Mr Fox |
| <b>English- phonics</b><br>Phase ... Little Wandle Letters and Sounds  | Refer to Little Wandle Letters and Sounds scheme for phase progression.          |                  |   |  |  |                                      |                                      |
| <b>English- spelling</b>   | Refer to Little Wandle Letters and Sounds scheme for progression of Y2 Spelling. |                  |   |  |  |                                      |                                      |

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

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|--|--|---|--|--|---|---|---|
| Segment spoken words into phonemes and represent these by graphemes.<br>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. | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations.<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations..<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations.<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations.<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations..<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations..<br>Apostrophes (possessive and contractions). | Review and consolidation of taught vocabulary, grammar and punctuation:<br>Expanded noun phrases.<br>Full stops, capital letters, finger spaces.<br>Co-ordinating conjunctions and subordinating conjunctions.<br>Tense (present).<br>Commas.<br>Questions, commands, statements and exclamations..<br>Apostrophes (possessive and contractions). |
| <b>English-<br/>handwriting</b><br>Building on diagonal join, no ascender<br>Building on horizontal join to ascender<br>Building on horizontal join, no ascender<br>Building on diagonal join to anticlockwise letters<br>Building on horizontal join to anticlockwise letters.  | ey, aw   | ur, an, ip  | ok, ot   | ob, ol   | oi, oy, on, op,<br>ov   | ed, cc, eg, ic, ad, ug, dd,<br>ag   | oc, og, od, va, vo  |
| <b>Writing<br/>Foundational<br/>Skills/<br/>Knowledge</b>  | Identify and write adverbs of manner and time within a sentence.   | Identify and write adverbs of manner and time within a sentence.  | Identify and write adverbs of manner that begin a sentence.  | Identify and write adverbs of manner that begin a sentence.  | Identify different sentence types (commands, statements, questions and exclamations).   | Identify and write exclamation sentences.   |   |


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| <b>Maths</b><br>Measurement: Mass, capacity and temperature<br>Statistics<br>Geometry: Position and Direction  | Consolidation/TAF evidence   | Measuring and comparing mass | Measuring and comparing volume.<br>Temperature.                         | Statistics – Tally Charts     | Statistics - Pictograms                     | Language of position and describing turns.  | Describing moves and turns. |
| <b>Maths- Foundational Facts</b>   | Count in 3s  | Count in 3s                  | Recognise all coins and notes   | Recognise all coins and notes | Consolidation/ Assessment based gap filling | Consolidation/ Assessment based gap filling |                             |
| <b>Science: Living things and their habitats.</b><br>Explore and compare the differences between things that are living, dead and things that have never been alive.<br>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.<br>Identify and name a variety of plants and animals in their habitats, including microhabitats.<br>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 what a microhabitat is.<br>Understand different minibeasts live in different microhabitats. |                              | Understand what a food chain is.<br>Identify different sources of food. |                               | Oracy pitch about habitats and food chains. |   | Consolidation.              |
| <b>History</b>   |  |                              |   |                               |   |   |                             |

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| <b>Geography</b><br>Explore the African continent, focusing on Kenya and compare their local area of the UK with Nairobi.   | Understand an OS map.  | Identify characteristics of my local area.   | Locate and identify features of a non-European country.  | Describe the culture of Kenya.   | Compare and contrast our local area to Nairobi.  | Apply my understanding of travel between continents.   | Consolidation  |
| <b>Art and design</b>   |  |  |  |  |  |  |  |
| <b>Design and Technology</b><br>Construction  | Know about the types of different mechanisms 3 or 4 drawbridges use. Know how drawbridge designs have changed through history based on their purpose. Know what the purpose of a drawbridge was (access/protection). Know the form and function. | Know which types of mechanisms are used for different bridges, from research and exploration.  | Know how to sketch and draw the components of a drawbridge. Know how to compare designs in terms of length and structure.  | Know which materials could be used for the bridge and pulley. Know how layering materials can strengthen.                                  | Know which materials could be used for the bridge and pulley. Know how to select after testing.  | Know if choice of material had an impact on overall functionality. Know how to produce a final piece, taking on board feedback and self evaluation, using clay and selected tools. | Evaluation of their designs in comparisons to the designers. Know if they successfully used a mechanism to raise and lower the drawbridge. |
| <b>Music</b><br>Pitch<br>(Theme Musical Me)<br>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch. | Understand and practice reading different symbols to show pitch  | Sing and draw pitch patterns   | Read and understand musical notation for the song  | Use a tuned percussion instrument to play the song   | Complete the notation for a short song using a three line stave  |  | Consolidation.   |
| <b>Computing</b><br>Unit 6 Programming B-programming quizzes  | Explain that a sequence of commands has a start<br>Identify the start of a sequence<br>Identify that a program needs to be started<br>Show how to run my program   | Explain that a sequence of commands has an outcome<br>Predict the outcome of a sequence of commands<br>Match two sequences with the same outcome<br>Change the outcome of a sequence of commands | Create a program using a given design<br>Work out the actions of a sprite in an algorithm<br>Decide which blocks to use to meet the design<br>Build the sequences of blocks I need | Change a given design<br>Choose backgrounds for the design<br>Choose characters for the design<br>Create a program based on the new design | Create a program using my own design<br>Choose the images for my own design<br>Create an algorithm<br>Build sequences of blocks to match my design | Decide how my project can be improved<br>Compare my project to my design<br>Improve my project by adding features<br>Debug my program  | Consolidation.   |

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| <b>PE</b><br>Run, Jump, Throw Unit 2<br>Hit, Catch Run Unit 2   | Run, Jump, Throw Unit 2<br>Work individually to run over a longer distance.                                 | Run, Jump, Throw Unit 2<br>Improve our strength to increase our jumping distance.   | Run, Jump, Throw Unit 2<br>Create power when throwing for distance.     | Run, Jump, Throw Unit 2<br>Use breathing techniques to run more easily.   | Run, Jump, Throw Unit 2<br>Cooperate with our partner to complete a task well.   | Run, Jump, Throw Unit 2<br>Listen to others and work as a team to achieve the highest score possible. | Games.                    |
|   | Hit, Catch, Run Unit 2<br>Time run around bases to stay safe.   | Hit, Catch, Run Unit 2<br>Kick a ball into space using different parts of the foot.   | Hit, Catch, Run Unit 2<br>Respond to how a ball is bowled when hitting. | Hit, Catch, Run Unit 2<br>The role of the wicket keeper.  | Hit, Catch, Run Unit 2<br>The role of the backstop.  | Hit, Catch, Run Unit 2<br>Bowl underarm in a game with accuracy.                                      | Games.                    |
| <b>RE</b><br>Islam – Hajj<br>Does completing Hajj make someone a better Muslim?   | Engagement – What makes a journey special?  | Investigation – explore Hajj  | Investigation - significance of events that take place during Hajj      | Investigation - 5 pillars   | Evaluation – Does completing Hajj make a person a better Muslim?   | Expression – write a postcard about a special journey   | Consolidation             |
| <b>PSHE and Citizenship</b><br>Changing Me<br>Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition | Know that life cycles exist in nature   | Know that aging is a natural process including old age<br><br>Know how their bodies have changed from when they were a baby and that they will continue to change as they age | Know that some changes are out of an individual's control               | Know the physical differences between male and female bodies<br>Know that private body parts are special and that no one has the right to hurt these<br><br>Know the correct names for private body parts | Know there are different types of touch and that some are acceptable and some are unacceptable<br>Know who to ask for help if they are worried or frightened | Looking ahead.  | Looking ahead transition. |
| <b>MfL</b>  |   |   |   |   |  |   |                           |
| <b>Visits/ visitors</b>   | Cotswolds Wildlife Park   |   |   |   |  |   |                           |
| REAch2 11 before 11 Promises  | <b>10 Good Deeds</b><br> |   |   |   |  |   |                           |