

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 1 Autumn 1	Enquiry Theme	The Chocolate Teapot
		Enquiry Engagement Question	Why would you choose to use a chocolate teapot?
Role play	Inside	Chocolate Candy Factory	

	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 Class read – Pie Corbett Reading Spine or 50 Recommended Reads List 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 about, writing down key words and ideas and encapsulating sentence by sentence. To evaluate writing with the teacher and other pupils. To read aloud writing.	Independent 'get to know you' literacy activities.	Narrative writing - Imitate a text	Narrative writing – Imitate a text	Narrative writing – Plan new story	Narrative writing – Write story	Narrative writing – Write story	Narrative writing – Edit and publish writing
English- phonics Phase ... Little Wandle Letters and Sounds	Phonics assessments	Refer to Little Wandle Letters and Sounds scheme for phase progression.					
English- spelling Segment spoken words into phonemes and represent these by graphemes.	CEW assessment	Good Endings/Suffixes - le	Good Endings/Suffixes – il	Good Endings/Suffixes - il and al	Recognising Punctuation – contractions	Recognising Punctuation - contractions	Good Endings/Suffixes – tion and sion

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Learn new ways of spelling phonemes. Learn to spell common exception words.		Rely on Phonics – Go Grapheme Grafters	Good Endings/Suffixes – y Interrogate and Check – CEWs Memorise Rules and Exceptions – contractions Pronunciation – a and ai sounds	Rely on Phonics – Go Grapheme Grafters	Good Endings/Suffixes – ve Rely on Phonics – ay sound Order of letters – past tense Verification - CEWs	Rely on Phonics – Go Grapheme Grafters	Recognising Punctuation – proper nouns Inspecting a Dictionary – alphabetical order Navigating a thesaurus – synonyms Guesses – improving words
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). Learn how to use past and present tense.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.	Expanded noun phrases Full stops, capital letters, finger spaces. Co-ordinating and subordinating conjunctions.
English- handwriting Practise diagonal join to ascender Practise diagonal join no ascender Practise horizontal join to ascender	Diagonal join to ascender - th	Diagonal join to ascender - ch	Diagonal join no ascender - ai	Diagonal join no ascender - ay	Diagonal join no ascender - ir	Diagonal join no ascender - er	Horizontal join to ascender - wh
Writing Foundational Skills/ Knowledge	Distinguish between common and proper nouns.	Distinguish between singular and plural nouns.	Identify and write lists of nouns joined with conjunctions.	Identify and write conjunctions to list nouns.	Identify and write commas to list nouns.	Identify and write a present tense action verb.	
Maths Number: Place Value Number: Addition and Subtraction	Numbers to 100 (counting and partitioning). Recognising tens and ones	Numbers to 100 (counting and partitioning in different ways).	Counting to 100 Comparing and ordering numbers to 100	Number bonds to 10 and 100 Adding ones.	Adding and subtracting across 10s.	Adding and subtracting across 10s.	Mixed addition and subtraction.

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		Recognising tens and ones	Counting in 2s, 5s and 10s				
Maths- Foundational Facts	Recall composition of numbers to 10	Read and write to 100 and beyond	Count forwards in multiples of 10	Count backwards in multiples of 10	Find 1 more/ 1 less of any number to 100	Find 10 more/ 10 less of any number to 100	
Science: Everyday Materials To identify and compare the suitability of a variety of everyday materials. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identifying and classifying To perform simple tests To gather and record data to help in answering questions	Identify and describe the materials that everyday objects are made from. Add data to a prepared table.	Observe and record the properties of materials used in everyday objects. Add data to a prepared table.	Compare and group materials based on their properties using recorded data. Physically group objects or materials according to the data they gather (classifying).	Identify that objects can be made from more than one materials and explain why. Record observations or comparisons in writing.	Observe and record how the shape of materials can be changed by bending, stretching, squashing and twisting. Record observations or comparisons in writing.	Use recorded data to explain which materials are most suitable for a specific purpose. Use data they gather to physically rank objects or materials (comparative testing).	
History							
Geography Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Identify the characteristics of the four countries and capital cities of the UK.	Identify the characteristics of the four countries and capital cities of the UK.	Identify the word culture and how it links to the British Isles.	Explore tourist areas of the UK.	Understand what an Atlas is and how to use one.	Explore the continent of Europe.	Explore the continent of Europe and identify human and physical features.
Art and design To use drawing to develop ideas To develop a wide range of art and design techniques in colour, texture, line, shape, form and space. To learn about the work of an artist and describe the	Know that Rembrandt is an artist and a portrait artist Know how portraits and self portraits are different	Use key vocabulary to describe facial features. Describe use of light and dark in Rembrandt paintings.	Explore using shading to create a 3D form using different gradient shading pencils and different ways to use colouring pencils to create tints and tones.	Use sketch and coloured pencils to make different tints, tones and shades. Identify improvements for own work after viewing the work of others. Know how to self-evaluate and identify own improvements for final piece.	Know how to compose a final piece using choice of sketch, coloured pencils or both. Identify how similar or different to Rembrandt		

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similarities and differences between them.	Understand why portraits are important Identify portraits in life and history. Know how different facial expressions are shown in a portrait.		Identify and describe the effects created by the shades, tints and tones. Explore pressure and using different parts of the pencil/layering.			and what could be changed or improved.	
Design and Technology							
Music Call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	Create short sounds with varied dynamics that represent an animal	Copy a short sound pattern	Explore call and response using instruments	Create sound patterns based on call and response	Perform different sound patterns with contrasting dynamics		
Computing Computing systems and networks – IT around us:	Recognise the uses and features of information technology Identify examples of computers Describe some uses of computers Identify that a computer is a part of IT	Identify the uses of information technology in the school Identify examples of IT Sort school IT by what it's used for Identify that some IT can be used in more than one way	Identify information technology beyond school Find examples of information technology Sort IT by where it is found Talk about uses of information technology	Explain how information technology helps us Recognise common types of technology Demonstrate how IT devices work together Say why we use IT	Explain how to use information technology safely List different uses of information technology Talk about different rules for using IT Say how rules can help keep me safe	Recognise that choices are made when using information technology Identify the choices that I make when using IT Use IT for different types of activities Explain the need to use IT in different ways	
PE Send and Return Unit 1 Dance Unit 1	Send and Return: To stay on our toes to move quickly towards the ball	Send and Return: To identify which hand is dominant in a game	Send and Return: The basic rules of serving to our partner	Send and Return: To develop agility and use it in a game	Send and Return: To use the correct grip to hit a self fed ball	Send and Return: To use the ready position in a rally	
	Dance: To use penguin images to inspire our dance	Dance: To show feelings of abandonment through dance	Dance: To create movements that show the friendship between two characters	Dance: To create a solo dance with changes of direction and speed	Dance: To create a solo dance with changes of direction and speed	Dance: To match our movements to music	Dance: To choose a formation for our dance and explain our choice

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RE Christianity Is it possible to be kind to everyone all of the time?	Engagement – What does it mean to be kind?	Investigation – Is it possible to be kind all the time? Could Jesus be kind all of the time?			Evaluation – How do Christians achieve kindness?	Expression – Do you think you are kind to everyone all of the time?	
PSHE and Citizenship Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Identifying hopes and fears for the year ahead	Understand the rights and responsibilities of class members	Know about rewards and consequences and that these stem from choices	Know that positive choices impact positively on self-learning and the learning of others	Know that it is important to listen to other people	Understand that their own views are valuable	
MfL Greetings – Los Saludos							
Visits/ visitors							
REAch2 11 before 11 Promises	10 Good Deeds 						