

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; vocabulary, grammar and punctuation, linked to foundational skills and knowledge. To write narratives (real and fictional). To write for different purposes. To plan by saying out loud what they are going to write,	Genre: Narrative Text(s): <i>Moth</i> Identify and write prepositions of time, place and movement. Distinguish between a main clause and a phrase.		Genre: Instructions Text(s): <i>The Flower by John Light</i> Distinguish between a main clause and a phrase. Identify and write prepositional phrases of time, place and movement within simple sentences.		Genre: Recount Text(s): <i>Real life experiences</i> 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.		

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writing down key words and phrases and encapsulating sentence by sentence. Evaluate writing with teacher and other pupils. To read aloud writing.							
English- phonics Phase ... 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.						
English- handwriting Building on diagonal join to ascender. Building on diagonal join to no ascender	ck	al	el	at	il and ill	ui	
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.	
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 parts of a plant. Use a range of given question stems to ask questions about what they are exploring (what if).	Know how plants grow from seeds and bulbs. Observe closely, using simple equipment, perform simple tests and gather and record data to help answer questions.	Describe the life cycle of a plant. Observe closely, using simple equipment, perform simple tests and gather and record data to help answer questions.	Understand how temperature affects plant growth. Observe closely, using simple equipment, perform simple tests and gather and record data to help answer questions.	Understand what plants need to grow. Observe closely, using simple equipment, perform simple tests and gather and record data to help answer questions.	Understand how humans use plants. Observe closely, using simple equipment, perform simple tests and gather and record data to help answer questions.	
History							
Geography	Name and locate the world's continents.	Know how the world's population is	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.	

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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		distributed across the seven continents.					
Art and design							
Design and Technology Textiles – Wonderful World of Wool, Edmund Cartwright Understand where materials come from. Follow simple design criteria for a product to be made. Draw a basic design and pattern. Follow a set of instructions. Apply knowledge gained to join the material to create a product. Test and evaluate product against design criteria.	Know what wool is and where it comes from. Understand the process that happens to raw wool to make different products including dying. Know the form and function of wool compared to other materials/ fabrics. Know about the work of Edmund Cartwright	Know the ways wool is produced from field to fleece. Understand how manufacturing changed over time. Research and understand Edmund Cartwright's development of manufacturing- how this changed how wool was produced.	Know the different appearances and textures of different purses and design Know which materials, tools and techniques and what will work best for an idea	Know how to weave by hand. Understand how to keep safe when using tools.	Know how to weave by hand. Understand how to keep safe when using tools.	Know how to produce a final piece, taking on board feedback and self-evaluation, using selected tools.	
Music Contrasting dynamics (Theme: Space) developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	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.	
Computing Unit 4 Data and information- pictograms	Recognise that we can count and compare objects using tally charts Record data in a tally chart Represent a tally count as a total Compare totals in a tally chart	Recognise that objects can be represented as pictures Enter data onto a computer Use a computer to view data in a different format	Create a pictogram Organise data in a tally chart Use a tally chart to create a pictogram Explain what the pictogram shows	Select objects by attribute and make comparisons Tally objects using a common attribute Create a pictogram to arrange objects by an attribute Answer 'more than'/'less than' and	Recognise that people can be described by attributes Choose a suitable attribute to compare people Collect the data I need Create a pictogram and draw conclusions from it	Explain that we can present information using a computer Use a computer program to present information in different ways Share what I have found out using a computer	

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		Use pictograms to answer simple questions about objects		'most/least' questions about an attribute		Give simple examples of why information should not be shared	
PE Attack, Defend and shoot Unit 2 Gymnastics Unit 2	Attack, Defend and shoot Unit 2: Throw different types of equipment	Attack, Defend and shoot Unit 2: Move to space after passing a ball	Attack, Defend and shoot Unit 2: Pass and move forwards to a target with a partner	Attack, Defend and shoot Unit 2: Position ourselves as a goalkeeper	Attack, Defend and shoot Unit 2: Intercept a ball from a person on the other team	Attack, Defend and shoot Unit 2: Use the skills developed in a competition	
	Gymnastics Unit 2: Perform a front support position with control	Gymnastics Unit 2: Perform an arch and dish shape	Gymnastics Unit 2: Perform a back support shape showing flexibility	Gymnastics Unit 2: Leapfrog	Gymnastics Unit 2: Jump for distance with control	Gymnastics Unit 2: Create and perform a 10-element sequence	
RE Enquiry: How important is it to Christians that Jesus came back to life after his crucifixion? Theme: Salvation - Resurrection of Jesus at Easter. Christians	Talk about what I believe happens when something or somebody dies and how memories help me to remember	Recall parts of the Easter story (to the crucifixion) and say what I think happens next	Recall parts of the Easter story (after the crucifixion)	Recall parts of the Easter story (after the resurrection)	Explain what I believe happens to you when you die To recall what Christians believe happened on or after Easter Sunday	Consider what symbols I would like to use when celebrating people I love or new life	
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 						