

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 6 Summer 2	Enquiry Theme	Amazing Africa
		Enquiry 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
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>Fantastic Mr Fox by Roald Dahl</i> Identify and write adverbs of manner and time within a sentence.	Genre: Non-chronological report Text(s): <i>Real life experiences</i> Identify and write adverbs of manner that begin a sentence.	Genre: Poetry Text(s): <i>Use Pie Corbett Poetry Spine</i> Identify and write exclamation 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, no ascender Building on horizontal join to ascender Building on horizontal join, no ascender Building on diagonal join to anticlockwise letters Building on horizontal join to anticlockwise letters.	ey, aw	ur, an, ip	ok, ot	ob, ol	oi, oy, on, op, ov	ed, cc, eg, ic, ad, ug, dd, ag	oc, og, od, va, vo
Maths Measurement: Mass, capacity and temperature Statistics Geometry: Position and Direction	Consolidation/TAF evidence	Measuring and comparing mass	Measuring and comparing volume. Temperature.	Statistics – Tally Charts	Statistics - Pictograms	Language of position and describing turns.	Describing moves and turns.
Maths- Foundational Facts	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	
Science: Weather and Climate	Know the difference between 'weather' and 'climate'. Observe and describe using observations and ideas to suggest answers to questions.	Know that some human activity causes pollution and this can change the climate. Use observations and ideas to suggest answers to questions and begin to gather	Understand that the world is heating up because of human activity. Use observations and ideas to suggest answers; use a scientific analogy to explain cause and	Understand the impact of our changing climate on some animals, plants and environments, both in our locality and elsewhere. Observe and describe; use observations to	Know how to make a positive change and make a difference to climate change. Use observations and ideas to suggest answers; gather and present findings and	Consolidation	Consolidation.

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

		information from secondary sources.	effect; make and record a prediction.	suggest answers to questions and gather evidence from secondary sources.	communicate ideas in a chosen form.		
History							
Geography Explore the African continent, focusing on Kenya and compare their local area of the UK with Nairobi.	Understand an OS map Recognise human and physical features of the local area. Locate areas on a map	Identify characteristics of my local area Locate areas on a map	Recognise human and physical features of the local area and Kenya Compare and contrast physical and human features of the local area and Kenya Consolidate understanding of continents Understand continents close to the equator Identify characteristics of countries closer to equator	Recognise human and physical features of the local area and Kenya Compare and contrast physical and human features of the local area and Kenya Find similarities and differences between two locations including climate, way of life, food, features and transport	Compare and contrast physical and human features of the local area and Kenya Find similarities and differences between two locations including climate, way of life, food, features and transport	Compare and contrast physical and human features of the local area and Kenya Find similarities and differences between two locations including climate, way of life, food, features and transport	Consolidation
Art and design							
Design and Technology 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	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.

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

	drawbridge was (access/protection). Know the form and function.						
Music Pitch (Theme Musical Me) 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.
Computing Unit 6 Programming B- programming quizzes	Explain that a sequence of commands has a start Identify the start of a sequence Identify that a program needs to be started Show how to run my program	Explain that a sequence of commands has an outcome Predict the outcome of a sequence of commands Match two sequences with the same outcome Change the outcome of a sequence of commands	Create a program using a given design Work out the actions of a sprite in an algorithm Decide which blocks to use to meet the design Build the sequences of blocks I need	Change a given design Choose backgrounds for the design Choose characters for the design Create a program based on the new design	Create a program using my own design Choose the images for my own design Create an algorithm Build sequences of blocks to match my design	Decide how my project can be improved Compare my project to my design Improve my project by adding features Debug my program	Consolidation.
PE Run, Jump, Throw Unit 2 Hit, Catch Run Unit 2	Run, Jump, Throw Unit 2 Work individually to run over a longer distance.	Run, Jump, Throw Unit 2 Improve our strength to increase our jumping distance.	Run, Jump, Throw Unit 2 Create power when throwing for distance.	Run, Jump, Throw Unit 2 Use breathing techniques to run more easily.	Run, Jump, Throw Unit 2 Cooperate with our partner to complete a task well.	Run, Jump, Throw Unit 2 Listen to others and work as a team to achieve the highest score possible.	Games.
	Hit, Catch, Run Unit 2 Time run around bases to stay safe.	Hit, Catch, Run Unit 2 Kick a ball into space using different parts of the foot.	Hit, Catch, Run Unit 2 Respond to how a ball is bowled when hitting.	Hit, Catch, Run Unit 2 Know the role of the wicket keeper.	Hit, Catch, Run Unit 2 Know the role of the backstop.	Hit, Catch, Run Unit 2 Bowl underarm in a game with accuracy.	Games.
RE Enquiry: How important is the Qur'an to Muslims? Theme: The Qur'an – holy book. Islam	Talk about something I have learnt from a story	Say how a Muslim might show respect to the Qur'an	Order events from the Night of Power and say what I think is important	Say some of the instructions a Muslim might follow that are in the Qur'an	Give examples of good things I could do in my life Explain why a Muslim might think the Qur'an is important	Consider how some of the things I think are important might be similar to instructions in the Qur'an	

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

PSHE and Citizenship Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Know that life cycles exist in nature	Know that aging is a natural process including old age 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 Know that private body parts are special and that no one has the right to hurt these Know the correct names for private body parts	Know there are different types of touch and that some are acceptable and some are unacceptable Know who to ask for help if they are worried or frightened	Looking ahead.	Looking ahead transition.
MfL							
Visits/ visitors	Cotswolds Wildlife Park						
REAch2 11 before 11 Promises 	10 Good Deeds						