

KS1 – Year Two

Year 2 Amethyst and Ametrine	Term 3 Spring 1	Enquiry Theme	Fly Me To The Moon/Voyagers to the New World
		Enquiry Question	Why were explorers important?
Role play	Inside	Spaceship	

	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 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, writing down key words and phrases and encapsulating sentence by sentence. Evaluate writing with teacher and other pupils.	Genre: Narrative Text(s): <i>The Great Explorer by Chris Judge</i> Identify and write adjectives before nouns acting as the subject. Identify and write adjectives before nouns acting as the object.	Genre: Letter Text(s): <i>Real life experiences.</i> Identify and write commas to list adjectives. Identify and write 2A sentences.	Genre: Non-chronological report. Text(s): <i>The Wolf Story</i> Identify and write 2A sentences. Identify and write apostrophes for contraction.				

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To read aloud writing.							
English- phonics Phase 5: 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 Introduce and practise diagonal joins to horizontal letters. Introduce and practise horizontal join to anticlockwise letters.	Introducing diagonal join to anticlockwise letters - ea	Practising diagonal join to anticlockwise letters - igh	Practising diagonal join to anticlockwise letters – dg, ng	Introducing horizontal join to anticlockwise letters – oo, oa	Practising horizontal join to anticlockwise letters – wa, wo		
Maths Number: Multiplication and Division	Recognise, make and add equal groups	Grouping and sharing	2, 5 and 10 times table	Multiplication and division sentences	Multiplication and division sentences	Multiplication and division sentences	
Maths- Foundational Facts	Recall days of the week	Recall months of the year	Recall days of the week and months of the year	Name a variety of 2D	Name a variety of 3D shapes	Name a variety of 2D and 3D shapes	
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.	Describe what a habitat is and how it helps living things survive. Use a range of given question stems to ask questions about what they are exploring (what if).	Identify habitats in our local area and describe the living things that live there. Record their observations using a simple table. Use a range of given question stems to ask questions about what they are exploring (what if).	Describe what a microhabitat is and explain how it helps small living things survive. Record their observations using a simple table. Use a range of given question stems to ask questions about what they are exploring (what if).	Describe how animals and plants are suited to where they live. Record their observations using a simple table.	Describe how plants and animals depend on each other to survive. Record their observations in a simple table.	Explain how humans can help or harm habitats. Use a range of given question stems to ask questions about what they are exploring (what if).	

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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.							
History Lives of significant individuals in the past who have contributed to national and international achievements.	Know who Christopher Columbus was.	Understand why Christopher Columbus' achievements were significant.	Know who Neil Armstrong was	Understand why Neil Armstrong's achievements were significant.	Compare two explorers across different periods of time.	Show an awareness of significant individuals.	
Geography							
Art and Design Painting – Still Life Morandi Create shades, tints and tones. Use different application tools. Select appropriate tools for application. Understand and use contrast. Evaluate realism and composition. Arrange objects for effect. Sketch a still life object. Use colour for a purpose.	Know that Morandi is an artist and a still life artist Know what still life is Know what the genre of realism is Know how the work of Morandi is different to that of Kandinsky and Picasso (Y1 learning)	Know how to arrange and compose objects for effect Know what the focal point is in a composition Describe and discuss the shape of objects Know how shadow is shown in a still life painting	Know what happens to a shadow when you move the light source Know what changes as you look further up an object Understand how we make something look realistic	Know how to use lines to show shadow Know how to use line to show 3d form	Know what colours to use to create shadow Know how to mix paint to make different tints, tones and shades. Identify improvements for own work after viewing the work of others	Know how to: -compose a final piece with arranged objects and light source using previous feedback. -apply paint to final sketches to show position of the light source and create 3D affect using tints, tones and shading	
Design and Technology							
Music Singing (Theme: On this island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	Learn to sing a British folk song	Practise and perform a song relating to the countryside	Practise and perform a song relating to the city	Create symbols to represent sounds	Develop and perform a musical composition		

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

Computing Programming A – robot algorithms.	Describe a series of instructions as a sequence Follow instructions given by someone else Choose a series of words that can be enacted as a sequence Give clear instructions	Explain what happens when we change the order of instructions Use the same instructions to create different algorithms Use an algorithm to program a sequence on a floor robot Show the difference in outcomes between two sequences that consist of the same commands	Use logical reasoning to predict the outcome of a program Follow a sequence Predict the outcome of a sequence Compare my prediction to the program outcome	Explain that programming projects can have code and artwork Explain the choices I made for my mat design Identify different routes around my mat Test my mat to make sure that it is usable	Design an algorithm Explain what my algorithm should achieve Create an algorithm to meet my goal Use my algorithm to create a program	Create and debug a program that I have written Test and debug each part of the program Plan algorithms for different parts of a task Put together the different parts of my program	
PE PE Hub – Dance Unit 2 Send and Return Unit 2	Dance Unit 2: Develop a dance that shows different emotions.	Dance Unit 2: Work on our own to create and perform a short movement phrase.	Dance Unit 2: Work on our own to create and perform a short movement phrase.	Dance Unit 2: Watch, copy and repeat actions to create a 'motif'.	Dance Unit 2: Perform our motif in different formations and use different movement pathways in our dance.		
	Send and return Unit 2: Feed a ball to our partner with consistency.	Send and return Unit 2: Send the ball to different parts of the court	Send and return Unit 2: Throw and catch in a seated position.	Send and return Unit 2: Accurately serve the ball to different parts of the court.	Send and return Unit 2: Use overarm attacking shots in a game and manage what we should be doing within the competition.		
RE Enquiry: Who is God to Muslims? Theme: The 99 names of Allah. Islam	Explain how to show respect	Consider some attributes that Muslims might believe that Allah has	Explain the meaning of some of the 99 names of Allah	Explain the ways a Muslim might show respect to Allah in their lives	Tell you how I might show respect for other people Describe some of the attributes (names) of Allah and what these might mean	Say what I do to show people who are special to me that I care	
PSHE and Citizenship Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation	Know how to choose a realistic goal and think about how to achieve it	Know that it is important to persevere	Know how to recognise what working together well looks like	Know what good group-working looks like	Know how to share success with other people		

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Contributing to and sharing success							
Visits/ visitors							
REAch2 11 before 11 Promises	10 Good Deeds 						