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**Curriculum Information Sheet Autumn Term 2020**

**Year 2: Precious Peacocks & Fabulous Flamingos**

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| September 2020  Dear year 2 parents/carers,  Welcome to the new academic year 2020 – 2021. We pray you and your loved ones are safe and well. We will be spending the first four weeks of this term working on a **’Recovery Curriculum’**. There are five main aspects to the recovery curriculum:     * Restoring Relationships * Community * Resilience * Metacognition * Place   ***Due to the corona virus pandemic, we have had to make some changes to the curriculum to create time to cover the most important missed content whilst continuing to deliver an ambitious and inclusive curriculum.***  ***During the first half of the Autumn term, we will focus on the teaching of core subjects, i.e. Maths, Reading, Writing and Science. Alongside focused teaching of basic skills, we will deliver PSHE and PE provision that focuses on children's physical, emotional and mental well-being and supports pupils to reintegrate back into school life. We will continue to use cross-curricular links effectively to ensure that children are accessing a broad and balanced curriculum under the current circumstances. Yoga, Sanskrit and PRE lessons will continue to be taught by specialist teachers.***  ***Towards the end of the second half-term, we will begin to re-introduce foundation subject such as Art and DT, Humanities (History and Geography) and Computing. The Department for Education's statutory guidance is asking schools to aim to return to the school’s normal curriculum in all subjects by summer term 2021. Curriculum planning will be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment. This will take place at the beginning of September 2020.***  ***Please use the information below as general guidance and keep in mind that our curriculum is currently subject to change based on the needs of our pupils.*** | |
| **ENGLISH** | **Core Texts:**  *Lila and the Secret of Rain* by David Conway  Narrative – character and setting description, drama, rewriting of a story  *Meerkat Mail* by Emily Gravett  Letter & Postcard Writing based on our core text (Value: courage of Sunny and empathy for Sunny)  We will be continuing focusing on improving our own writing through drafting and editing.  **Speaking, Listening and Responding**  Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:   * Speak with clear diction, choose words with precision and organise what they say * Compose sentences for writing using the correct tense * Adopt the role of different characters * Tell real and imagined stories using the conventions of familiar story language * Explain ideas and processes using language and gesture appropriately * Discuss similarities and differences between the different stories * Interpret illustrations   **Reading**   * To find clues in the text and be able to talk about what children think * Sequencing a story and retelling it * Fluency in reading known and unknown text * To infer and explain thoughts using evidence from the text * Retrieve information from a text   Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.  Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.  Emphasis will continue to be placed on improving children’s comprehension skills, particularly their inference skills.  **Writing/SPAG**   * Use expanded noun phrases * Use co-ordinating conjunctions * Use of paragraphs * Use of capital letters and full stops more consistency * Past tense - to know the difference between past and present, using words correctly in their writing * A variety of punctuation: capital letters, full stops, ? ! “”, (in a list) ... * Neat handwriting |
| **MATHS**  Related image | In Maths we will be teaching a range of strategies to help the children become more fluent in the mathematical concepts. They will continue to learn how to reason about their work and articulate their thoughts verbally and eventually, in the writing form.  **Number: Place Value**  - count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward  - recognise the place value of each digit in a two-digit number (tens, ones)  - identify, represent and estimate numbers using different representations, including the number line  - compare and order numbers from 0 up to 100; use and = signs  - read and write numbers to at least 100 in numerals and in words  - use place value and number facts to solve problems.  **Addition & Subtraction**  - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures  - applying their increasing knowledge of mental and written methods  - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  - add and subtract numbers using concrete objects, pictorial representations, and mentally  - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |
| **SCIENCE** | **Animals including Humans**  Children will learning to:  - notice that animals, including humans, have offspring which grow into adults  - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |
| **PSHE**  https://img.cdn.schooljotter2.com/sampled/10987825/900/0/nocrop/ | **Theme: Relationships**  **Families and friendships:**  Making friends; feeling lonely and getting help  **Character formation: Caring**  Caring for others and family  **Forgiveness:**  I beg your pardon, Mending a friendship  **Safe relationships:**  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  (Avanti values link: empathy, respect)  **Respecting ourselves and others:** Recognising things in common and differences; playing and working cooperatively; sharing opinions, bullying  **Character formation: Kindness**  The cup of kindness  Respect: classroom rules that help us to show respect, playground rules that help us to show respect  **Courtesy:**  Aesop’s Fable, courtesy in the classroom  **Self-discipline:**  Active listening  (Avanti values link: self-discipline, respect) |
| **Philosophy Religion and Ethics**  **(Taught by Mr Ananda)**  **https://www.davishighnews.com/wp-content/uploads/2018/09/IMG_4863.jpg** | **Theme: Feelings**  Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how Krishna is present everywhere and how all living beings are part of Krishna and so deserving of respect. They will take part in a practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).  **Theme: Food Glorious Food**  Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of food and eating habits. There will be some emphasis on their development of good eating practices within the school. They will also have opportunity to discuss why the School serves only vegetarian meals. |
| **Sanskrit**  **(Taught by Mrs Bhanderi)**  https://s-media-cache-ak0.pinimg.com/originals/3f/63/96/3f6396a6ff24904e3bbd9ad723fc13f7.jpg | **Autumn 1**  **Reading and Writing**  Learning to read , write and transliterate Consonants in the A family  **Conversation**  Identify names of common items  **Story Time**:  The Greatest Treasure.  **Song / Verse** - Gita: 9.22  **Autumn 2**  **Reading and Writing**  Learning to read , write and transliterate Consonants in the I family  **Conversation**  Respond to simple questions  **Story Time**:  Tucket the Bucket  **Song / Verse** - Gita: 18.65 |

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| **HEALTH & WELLBEING**  **Physical Education – Athletics**  **(Autumn 1)**  Children will explore and development fundamental movement skills, becoming increasingly competent and confident with their own motor skills. They will have the opportunity to engage in a range of competitive and co-operative physical activities, in a range of challenging situations.  **Physical Education – Dance Unit (Autumn 2)**  Dance – Life Cycles  Children will be expected to perform basic body actions e.g. jumping and turning with control and coordination. They will use different parts of their body to make movement. They create and perform short dance sequences that communicate different moods, feelings and ideas. Children will begin to describe how dancing affects their bodies and to know why it is important to be active.  **Meditation**  Meditation is practised in the morning and half way through the day to reflect on learning. Some meditation techniques will also be taught in yoga class. | **Yoga (Taught by Mrs Haria)**  **Autumn 1**  All children to re-visit core sitting postures: Sukhasana, Vajrasana.  Re-limbering - mobilising after the summer break. Working on the spine as well as the pelvis and leg muscles. Children should be able to perform sun salutation.  **Autumn 2**  Children to now focus on breath work, Ujjayi (audible breath with throat constrictions).  Asanas: Bhadrasana, Sukhasana, Konasana  **Events**  Wednesday 9th September 2020 - Parent Curriculum Meeting (4:00-4:45 pm, via Zoom) |