



## Avanti House Primary School

## Year 2 Curriculum Map 2020-2021

Year 2 Themes:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Location, Location Our Local Areas	Let's Celebrate	Fire, Fire!	Dreams and Goals!	Story Land	The Scented Garden
KEY QUESTIONS	What will I find in our local area?	What are the similarities and differences between animals?	Why did the Great Fire of London cause so much damage?	What is it like to be Roald Dahl (famous)?	How are the stories told?	What do plants need to grow and stay healthy?
Learning to learn skills and attitudes	Questioning	Cooperation	Resilience	Independence	Creativity	Imagination
Real life experiences	Local area walk for habitats, trip for minibeasts habitat, drama related to Great Fire of London, cooking bread, Drama workshop, use of Beebots, shape recognition in outside environment					
Avanti Values/British Values	Empathy	Self-Discipline	Respect	Integrity	Courage	Gratitude
Enrichment links, class specific	Provide opportunity to delve deeper into current issues around the world. Sports Day					
World Festivals/days	Diwali	Black History Month and Christmas celebrations	Chinese New Year Book Week	Easter Science Week	Maths Week	Ratha Yatra Day
Educational Visits including in house workshops	African Drumming	Sea Life Aquarium	Visitor - Crew Company	Roald Dahl Museum	Nature Walk	Kew Gardens
Core Texts	Lila and the Secret of Rain	Meerkat Mail	Toby and the GFL	James and the Giant Peach	The Day the Crayons Quit and The Day the Crayons came Home (if time)	

English	<p><b>Narrative:</b> <i>Lila and the Secret of Rain</i> - character and setting description - drama - rewriting of a story <i>P&amp;A: to describe/deeper understanding of a story</i></p> <p><b>Persuasive/Information:</b> (link with Science) Healthy living poster/journal <i>P&amp;A: inform and persuade peers/family of a healthy diet</i></p> <p><b>Explanation:</b> (link with PE) - create a cyclical chart of the life cycle of an animal <i>P&amp;A: show how things grow</i></p>	<p><b>Recount:</b> <i>Meerkat Mail</i> - Letter &amp; Postcard writing based on our core text (Value: courage of and empathy for Sunny) <i>P&amp;A: understanding events and character's feelings, using features of a letter / family</i></p> <p><b>Non-chronological:</b> <i>Meerkat Mail</i> - to write report on meerkats <i>P&amp;A: to use features of non-chronological report</i></p> <p><b>Informational:</b> (linked to BHM) - to research facts on famous person <i>P&amp;A: research, understand features of information texts</i></p> <p><b>Poetry:</b> Firework Poems based on poetry week</p>	<p><b>Recount:</b> <i>Toby and the Great Fire of London (link to topic)</i> Diary Writing – based Mr Peppy, Toby <i>P&amp;A: understanding character's feelings / historical event</i></p> <p><b>Poetry:</b> <i>London's Burning (link to topic)</i> - repeated pattern (Value: Resilience after the Great Fire in making a new London City) <i>P&amp;A: using poetic technique / entertain peers / historical event</i></p> <p><b>Information:</b> <i>(link to computing)</i> - poster giving tips on how to research online <i>P&amp;A: peers / explain how to use technology effectively</i></p>	<p><b>Persuasive:</b> <i>James and the Giant Peach</i> - create advertisement for <i>James and the Giant Peach</i> (also book review writing) <i>P&amp;A: using persuasive language and imagery / peers</i></p> <p><b>Non-chronological:</b> <i>Roald Dahl</i> - writing about the lives of significant others <i>P&amp;A: using vocabulary and features of a biography</i></p> <p><b>Recount:</b> <i>James and the Giant Peach</i> Newspaper Report - report on incident based on story <i>P&amp;A: describe a sequence of events using language of text, maintaining tense and person</i></p> <p><b>Discussion:</b> <i>James and the Giant Peach</i></p>	<p><b>Narrative:</b> <i>The Day the Crayons Quit</i> - changing characters, settings to create their own version of story <i>P&amp;A: identify the sequence of events (opening / ending), understanding author's style, using descriptive words and phrases</i></p> <p><b>Explanation:</b> (link to science) - write up investigations <i>P&amp;A: explain processes after carrying out investigations</i></p> <p><b>Non-chronological:</b> (link to topic) - create tourism leaflet <i>P&amp;A: family/peers / using facts from learning</i></p> <p><b>Instructional:</b> (link to computing) - write a simple set of instructions (algorithms) for friends to follow <i>P&amp;A: peers / using language effectively for</i></p>	<p><b>Instructional:</b> - how to plant a seed (Value: Gratitude for the food we get) Information leaflet about a plant</p> <p><b>Non-chronological:</b> <i>(link to computing)</i> - create PowerPoint on topic/subject <i>P&amp;A: use technology and features of presentation / peers</i></p>
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				- discussion and writing of the different views of the main characters <i>P&amp;A: to recognise that different people (characters) have different thoughts / feelings to particular scenarios.</i>	<i>step-by-step instructions</i>  SATs Preparation and tests in May	
SPAG	Grammar: Use expanded noun phrases Use co-ordinating conjunctions Use of paragraphs Use of capital letters and full stops Past tense: to know the difference between past and present	Grammar: Use time conjunctions A range of sentence forms, i.e. statement, question, exclamation, and command Use subordinating conjunctions Use commas for subordination Use a range of punctuation including ? and ! Develop use of speech and accurately punctuate suffixes	Grammar: Use a range of punctuation including ? and ! Use co-ordinating conjunctions. Use tense accurately Use apostrophes for omission. Use apostrophes for possession	Grammar: Use adventurous vocabulary Use a variety of sentence openers Use subordinating conjunctions Use of commas in a list accurately Develop use of speech and accurately punctuate suffixes Past tense: to know the difference between past and present	Grammar: Use adventurous vocabulary Apostrophe for contraction and attempts at possession Begin to punctuate speech with some accuracy Paragraphs Use a comma for subordination Use commas in lists. Time openers  KS1 SATs preparation	Grammar: Use vocabulary for effect Use varied sentence openers (including some adverbs) Use a range of coordinating and subordinating conjunctions Use of literary devices including similes and alliteration Use of adverbs to add detail to verbs Use of paragraphs Use a range of punctuation including ? and !
Guided Reading	Word Decoding Inference Skills Sequencing Retelling Fluency	Word Decoding Retrieval Expressions Taking turns and listening to others	Prediction Recurring language Poetry recital	Inference Skills Questioning Discussions	Explanation of events Retrieval Inference Skills  KS1 SATs preparation	Linking different books Inferencing Retrieval

<p><b>Maths</b> <i>(Please note, topics could be taught earlier/later depending on continuous Assessment for Learning.)</i></p>	<p><u>Number: Place Value</u> - 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. <u>Addition &amp; Subtraction</u> - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of</p>	<p><u>Addition &amp; Subtraction (Continue)</u> <u>Multiplication &amp; Division</u> - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays,</p>	<p><u>Multiplication &amp; Division (Continue)</u> <u>Statistics</u> - interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data. <u>Measurement: Time</u> - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day</p>	<p><u>Properties of Shape</u> - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects <u>Fractions</u> - recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity - write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> <u>Measurement</u> - choose and use appropriate standard</p>	<p><u>Position &amp; Direction</u> - order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)  <b>KS1 SATs preparation</b></p>	<p>Consolidation of topics based on each class's gap analysis on Target Tracker - Problem Solving and Efficient Methods - Investigations</p>
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	<p>mental and written methods</p> <ul style="list-style-type: none"> <li>- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>- add and subtract numbers using concrete objects, pictorial representations, and mentally</li> <li>- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<p>repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>- find different combinations of coins that equal the same amounts of money</li> <li>- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>		<p>units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>- compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>		
Science	<p>Animals Including Humans</p> <p>Healthy Living/Eating</p> <p>How do humans grow and change?</p> <p>Science (Animals, including humans –</p>	<p>Living Things and Their Habitat</p> <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that</li> </ul>	<p>Living Things and Their Habitat continued...</p> <ul style="list-style-type: none"> <li>♣ describe how animals obtain their food from plants and other animals, using the idea of a simple</li> </ul>	<p>Materials continued...</p> <ul style="list-style-type: none"> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</li> </ul>	<p>Scientists and Inventors continued...</p> <ul style="list-style-type: none"> <li>♣ Famous scientists and inventors linked to the year 2 curriculum</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light</li> </ul>

	<p>exercise, food, hygiene) PSHE Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults (Spring)</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Healthy eating poster/journal</p>	<p>have never been alive (Plants)</p> <ul style="list-style-type: none"> <li>♣ 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 (Plants and Summer)</li> <li>♣ identify and name a variety of plants and animals in their habitats, including micro-habitats (Plants and Summer)</li> </ul> <p>Non-Chronological report 'Meerkat'</p>	<p>food chain, and identify and name different sources of food.</p> <p>Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p>Letter writing (in a role of a material)</p>	<p>Scientists and Inventors</p> <ul style="list-style-type: none"> <li>♣ Steve Irwin – Learn about Steve Irwin</li> </ul> <p>Newspaper report</p>	<ul style="list-style-type: none"> <li>♣ Learn about how germs are spread and the work of Louise Pasteur</li> </ul> <p>Writing Investigations</p> <p>KS1 SATs preparation</p>	<p>and a suitable temperature to grow and stay healthy.</p> <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul> <p>Instructions</p>
	<p>New PSHE statutory changes and character development curriculum</p>	<p><b>Theme: Relationships</b></p> <p><b>Families and friendships:</b> Making friends; feeling lonely and getting help</p>	<p><b>Theme: Living in the wider world</b></p> <p><b>Respecting ourselves and others:</b> Recognising things in common</p>	<p><b>Theme: Health and Wellbeing</b></p> <p><b>Belonging to a community:</b> Belonging to a group; roles and responsibilities; being</p>	<p><b>Money and work:</b> What money is; needs and wants; looking after money</p>	<p><b>Physical health and mental wellbeing:</b> Why sleep is important; medicines and keeping</p>

	<p><b>Character formation:</b> <b>Caring</b> caring for others and family</p> <p><b>Forgiveness:</b> I beg your pardon, Mending a friendship</p> <p><b>Safe relationships:</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>(Avanti values link: empathy, respect)</p>	<p>and differences; playing and working cooperatively; sharing opinions, bullying</p> <p><b>Character formation: Kindness</b> The cup of kindness</p> <p>Respect: classroom rules that help us to show respect, playground rules that help us to show respect</p> <p><b>Courtesy:</b> Aesop's fable, courtesy in the classroom</p> <p><b>Self-discipline:</b> Active listening</p> <p>(Avanti values link: self-discipline, respect)</p>	<p>the same and different in the community</p> <p><b>Character formation: helpfulness</b> People who help us</p> <p><b>Cooperation:</b> Practising conflict resolution through role play, encouraging one another</p> <p><b>Service project:</b> Growing in the community</p> <p><b>Fairness:</b> Fair shares for others</p> <p>(Avanti values link: gratitude)</p>	<p><b>Character formation: determination</b> Dream on, Aim high</p> <p><b>Patience:</b> busy adults, games that encourage patience, money and patience</p> <p>(Avanti values link: self-discipline)</p>	<p>healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Character formation: cleanliness</b> Food hygiene</p> <p><b>Honesty:</b> <b>Telling the whole truth</b></p> <p>(Avanti values link: integrity)</p>	<p>and safety at home; emergencies</p> <p><b>Character formation: Courage</b> Saying hello to new people</p> <p><b>Growing and changing:</b> Growing older; naming body parts; moving class or year</p> <p>(Avanti values link: courage)</p>
<p>Old PSHE Themes</p>	<p><b>How can we help?</b> Group and class rules and why they are important; respecting own and others' rights</p>	<p><b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe</p>	<p><b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing;</p>	<p><b>How can we be healthy?</b> Things that keep bodies and minds healthy (activity, rest,</p>	<p><b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings;</p>	<p><b>How can we keep safe in different places?</b> Rules for keeping safe in different</p>

	<p>and need; privacy; looking after the environment</p> <p>Pupils learn</p> <ul style="list-style-type: none"> <li>• about group and class rules and why they are important</li> <li>• about respecting the needs of ourselves and others</li> <li>• about looking after the local environment</li> <li>• about privacy in different contexts</li> </ul>	<p>secrets; inappropriate touch what to do if it happens</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the importance of not keeping secrets that make them feel uncomfortable, anxious, or afraid</li> <li>• about appropriate and inappropriate touch</li> <li>• that hurtful teasing and bullying is wrong</li> <li>• what to do if teasing and bullying is happening</li> </ul>	<p>and changing and being more independent; naming body parts correctly - belonging to different groups</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> <li>• about growing, changing, and becoming more independent</li> <li>• the correct names for the main parts of the body of boys and girls</li> <li>• about the importance of respect for differences and similarities between people</li> <li>• about groups and communities that they belong to</li> </ul>	<p>food); hygiene routines; healthy choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>• about making healthy choices</li> <li>• about basic personal hygiene routines and why these are important</li> </ul>	<p>change and loss; recognising how others are feeling; sharing feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> <li>• about how it feels when there is change or loss</li> <li>• about recognising how other people are feeling</li> <li>• about sharing feelings their own feelings with others</li> </ul>	<p>places; including online; people who work in the community; asking for help; including in an emergency rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>
<p>History</p> <p>NOT TEACHING UNTIL SPRING 1 AS</p>		<p><a href="#">Link to Black History Month (over Oct – Nov)</a></p>	<p>The Great Fire of London (Events beyond living memory)</p>	<p>Roald Dahl</p> <p>(Lives of significant individuals)</p> <p>What is it like to be Roald Dahl?</p>		



<p>FOCUSING ON THE RECOVERY CURRICULUM</p>			<p>Why did the Great Fire of London cause so much damage? In this unit children are going back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. This unit will teach children when, where, how, and why the Great Fire happened, as well as exploring how we know about it through the diary of Samuel Pepys and other sources.</p> <p><i>EXTENDED WRITING: Diary entry on GFL</i></p>	<p>To know about the lives of significant individuals in Britain's past who have contributed to our nation's achievements – Writer Roald Dahl. Find out about him and significant events in his life. Order events in the correct order using appropriate vocabulary.</p> <p><i>EXTENDED WRITING: Biography</i></p>		
<p>Geography NOT TEACHING UNTIL SPRING 1 AS FOCUSING ON THE RECOVERY CURRICULUM</p>	<p>Around the World In this unit, we are taking children on a whistle-stop tour of the seven continents of the world. Children will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one.</p>				<p>My World and Me (Value: Law of the Land) In this unit children will understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will visit different countries and explore</p>	<p>Map Makers In this unit children will get an opportunity to learn all about maps and the geography of their surrounding area with these 'Map Makers'. They will find out why we use maps and how to</p>

	<p>How is the climate in Africa different to the climate in the UK? Why is it different? (Value: Gratitude - for things we have compare to other countries)</p> <p><i>EXTENDED WRITING:</i> <i>Comparison of an African and an England village</i></p> <p><i>EXTENDED WRITING:</i> <i>Compare and contrast 2 countries</i></p>				<p>their climate and land features. They will undertake a variety of fun activities to help them learn more about each one.</p> <p><i>EXTENDED WRITING:</i> <i>Tourist leaflet</i></p>	<p>read maps, as well as having the opportunity to draw their own maps and plan perspectives. This unit provides opportunities for children to perfect their map reading skills and put them into practise in school and the surrounding local area.</p> <p>(Value: respect – community)</p> <p><i>EXTENDED WRITING:</i> <i>Non-chronological report</i></p>
<p>Art</p> <p>STARTING IN AUTUMN 2</p>	<p><b>African Art</b> Explore the colours and patterns of the African landscape and native tribes with this unit, 'African Art'.</p> <p>Creating familiar imagery around the theme of bonfire night using simple printing techniques and layered collage.</p> <p>Looking at African Pattern (printing) Looking at traditional African patterns and recreating them using various printing techniques.</p> <p>African necklace making (materials) Looking at the jewellery of the native African tribes, recreating using beads and other materials looking at pattern and sequence.</p>	<p><b>Great Fire of London Build or create scenes of the Great Fire of London using everyday materials.</b></p> <p>3D models of Stuart houses to show why the Great Fire started.</p> <p>Key Skills: collage, investigating materials, texture, 3D sculpture</p>	<p><b>Earth Art – Andy Goldsworthy</b> This hands-on art unit 'Earth Art' will provide opportunities to create unique artwork using natural materials. Rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential. Artist: Andy Goldsworthy</p> <p>EXTENDED WRITING: Biography or non-chronological</p> <p>OR (below)</p>			

DT			<p><b>Investigating Materials (link with Art above)</b>  This tactile and creative 'Investigating Materials' art unit is a great way to teach children to explore different materials and how they can be used artistically. They will feel and describe a host of different materials as well as learn creative ways to join them together, before looking at weaving using a variety of different materials.  3D Models - Building 3D models of houses in Stuart times to show why the Great fire started</p>		<p><b>Leaf rubbings, printing on fabric and Sewing</b>  (Link to 'Plants' in Science)  Children will feel and experience the textures of different leaves and learn to do rubbings of leaves on paper. They will also use paints to print a leaf pattern on fabric and finally use this fabric to sew their own pencil cases.</p>	
Computing	<p><u>iSafe (self-discipline)</u>  This unit of work introduces the children to the concept of staying safe online. Using the excellent teaching and learning resources available at Thinkuknow, it uses the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices.  <u>Project:</u> To create group posters, which reflect some of the key vocabulary, phrases and terms, you have used when talking about internet safety.</p>	<p><u>iProgram</u>  This unit of work introduces the children to a visual programming language Scratch. Using the context of art and drawing, the children will be engaged in creativity developing simple animations.  <u>Project:</u> Children are to create an animation which shows a sprite moving in one direction. They must also add a background drawn by them using the tools. This could be an animation with a theme that links to a</p>	<p><u>iSearch</u>  In this unit the children will learn how to use the internet to find out answers to questions relating to meerkats and the Great fire of London. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions. Touch typing at the start of every session  <u>Project:</u> Produce a poster on tips to searching effectively. Children should add how they find</p>	<p><u>iCompute/ iPub</u>  In this unit the children will select, use, and combine a variety of software (including internet) to design and create their own story. The children will present their story and develop their digital literacy skills by producing multi-media interactive PowerPoints. Touch typing at the start of every session  <u>Project:</u> Children are to create and complete their own Power points. Lessons in advance will build them up to this. By the end of the unit,</p>	<p><u>iAlgorithms</u>  This unit reinforces the concept of algorithms being set of instructions that can be followed to complete a task. Activities are, predominately, 'off – computer' to support the children's understanding. The unit extends iProgram where algorithms are used to create, test and debug computer programs. Touch typing at the start of every session  <u>Project:</u> Children will have a go at creating instructions on how to design/make something. They will first spend time writing</p>	<p>Year 2 are using this term to catch up or fill in gaps for computing from the year, particularly due to KS1 SATS preparation and tests in May. Also, use this term as an opportunity to use devices for cross curricular links with other subjects, or to aid in the themed weeks in this term. Update assessment sheets when the children have improved/filled in gaps within certain units.</p>

		subject area such as science, art etc. Children are expected to make one mistake on purpose. Finally, children will swap animations and must show that they can find the mistake and correct it. Final piece to be screenshot.	information accurately and effectively. Or children are to complete an internet scavenger hunt. Teachers to generate questions where children need to find information, can even ask questions about a website where children must navigate the website and find the answers to it.	children should be able to show how to combine text, images, and audio onto their Power points as well as show how they edit and improve them. The theme of their Power point should link to another subject area such as science, history/geography, or an artist they are exploring in art. PowerPoints should then be printed or saved.	out the instructions. They will then in another lesson get their peers to try their instructions (children will debug the instructions here to see where the errors are). They will then video their tutorials and upload on to student drive. GD children can do this using scratch to create an animation/game.	
Music & Performing Arts	Music Express: Our Land	Christmas Songs – linked to whole school show	Songs linked to Chinese New Year Assembly	Music Express: Animals	Music Express: Ourselves	Music Express: Our Bodies
PE/health and wellbeing	<u>Athletics</u> 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	<u>Athletics</u> Continued from Autumn 1 with an external Sports coach team teaching and providing CPD to the class teachers.  Pg 69 LCP  <i>(Recovering curriculum, addressing issues as a result of lockdown</i>	<u>Dance – Great Fire of London</u> 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	<u>Gymnastics 2</u> Children will focus on increasing their range of basic gymnastics skills. They will continue to develop their gross motor skills, becoming increasingly confident and competent. They will have access to a broad range of opportunities to extend their agility,	<u>Games 2</u> The aim is for children to improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Through participating in team games children will learn simple tactics	<u>Games 2 and Sports Day</u> The aim is for children to improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Through

	<p>range of challenging situations. Children will get the opportunity to explore running, jumping and throwing activities in preparation for sports day. Pg 325 LCP</p> <p><i>(Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, lacking movement competence, suffering loneliness, lack of motivation and confidence)</i></p>	<p><i>restrictions: loss of functional capacity, anxiety, bereavement, trauma or stress, suffering from isolation)</i></p>	<p>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.</p> <p>Pg 97 LCP</p>	<p>balance and coordination, individually and with others.</p> <p>Pg 259 LCP</p>	<p>for defending and attacking.</p> <p>Pg 201 LCP</p>	<p>participating in team games children will learn simple tactics for defending and attacking.</p> <p>Pg 201 LCP</p>
PE Virtues	<p>Intellectual – <b>Autonomy</b> in working independently to improve their techniques</p>	<p>Performance Virtue - <b>Perseverance</b> in trying to improve their own performances</p>	<p>Moral Virtue – <b>Empathy</b> of dance from different historical origins</p>	<p>Moral Virtue – <b>Courage</b> to perform to an audience.</p>	<p>Performance Virtue – <b>Teamwork</b> working in pairs or small groups for shared outcomes.</p>	<p>Performance Virtue – <b>Teamwork</b> working in pairs or small groups for shared outcomes.</p>
PRE	<p><u>Theme: Teachings for Life</u> Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how</p>	<p><u>Theme: Il Food Glorious Food</u> Children will investigate food in different cultures. They will develop their understanding of choice and healthy living</p>	<p><u>Theme: Our best friend</u> Building on the Year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will</p>	<p><u>Theme: Courage - Learning to make mistakes</u> Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed to speak out. Children will differentiate between courage and recklessness, and understand how to respond to fearful situations through (1) positive action, and (2) development of inner strength, through prayer, kirtan, and stories about divine</p>	<p><u>Theme: Feelings</u> Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and</p>	

	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).	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.	learn to value and understand how to create good friendships and understand how Krishna is our best friend.	protection, including the story of Dhruva and revisiting the story of Prahlad.	arts activities and with the use of stories from secular and religious texts, they should be guided into recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. Children should have the opportunity to talk about their own real-life situations before exploring situations in stories.	
Sanskrit	<p><b>Reading and Writing</b> Learning to read, write and transliterate Consonants in the A family</p> <p><b>Conversation</b> Identify names of common items</p> <p><b>Story Time:</b> The Greatest Treasure.</p> <p><b>Song / Verse</b> Gita: 9.22</p>	<p><b>Reading and Writing</b> Learning to read, write and transliterate Consonants in the I family</p> <p><b>Conversation</b> Respond to simple questions</p> <p><b>Story Time:</b> Tucket the Bucket</p> <p><b>Song / Verse</b> Gita: 18.65</p>	<p><b>Reading and Writing</b> Learning to read, write and transliterate Consonants in the R family</p> <p><b>Conversation</b> Classify nouns according to gender</p> <p><b>Story Time:</b> The Thirsty Crow</p> <p><b>Song / Verse</b> Upanishad Verse: Shanau Mitra 1</p>	<p><b>Reading and Writing</b> Learning to read, write and transliterate Consonants in the Lr family</p> <p><b>Conversation</b> Practising the use of M, F and N pronouns and corresponding question marker.</p> <p><b>Story Time:</b> The 4 Friends</p> <p><b>Song / Verse</b> Upanishad Verse: Shanau Mitra 2</p>	<p><b>Reading and Writing</b> Learning to read, write and transliterate Consonants in the U family</p> <p><b>Conversation</b> Explaining that there is no rule for why words have genders.</p> <p><b>Story Time:</b> The first well</p> <p><b>Song / Verse</b> Gita: 2.13</p>	<p><b>Reading and Writing</b> Practising to read, write and transliterate all Devanagri Consonants</p> <p><b>Conversation</b> Polite forms of referring to M and F persons.</p> <p><b>Story Time:</b> Rosa Goes to the City</p> <p><b>Song / Verse</b> Gita: 15.7</p>

Yoga	<p>All children re-visit core sitting postures: Sukhasana, vajrasana.</p> <p>Re-limbering - mobilising after the summer break. Working on spine. Pelvis and leg muscles. Children should be able to perform sun salutation this year in sequence</p>	<p>Children to now focus on breath work. Ujjayi (audible breath with throat constrictions.</p> <p>Asanas: Bhadrasana, Sukhasana, Konasana Sound: AUMKARA SOUND; 'A', 'U', 'M' Sound games.</p>	<p>Kapalbhatti – using various techniques and games to help develop a forceful abdominal exhalation.</p> <p>Spinal asana: ustrasana and halasana</p> <p>Mudra: Chinmaya</p>	<p>Explore variation in breathing techniques (pranayama) such as bhramari (bee breath) and cooling breaths such as sitali and sitkari.</p> <p>Yogic games.</p>	<p>Partner work and posture mirroring.</p> <p>Children will work in pairs practise asana and also create their own yoga sequence.</p> <p>Mudra: chinmaya.</p> <p>Mantra: Sarve bhavantu sukhinaha: explaining the meaning: May all be happy, may all be health, let us see the good in each other, may no one suffer from pain or misery - discuss</p>	<p>Introduce nadi Shodhana or Nadi shudhi Chandra and surya nadi.</p> <p>What was Patanjali? Mantra: Sarve bhavantu sukhinaha: explaining the meaning: May all be happy, may all be health, let us see the good in each other, may no one suffer from pain or misery - discuss</p>
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\* Subject to change due to the current national situation