




Curriculum Information Sheet Autumn Term 2nd Half 2023-24

Year 2: Precious Peacocks & Fabulous Flamingos

<p>THEMES</p>	<p>This Autumn term 2nd half is based around the continuing themes of London/Nairobi: Comparing local and non-European location (Geography) and Making a Moving Monster (DT) as well as introducing a new topic of Living things and their habitats for Science.</p>
<p>ENGLISH</p> 	<p>Core Text: Meerkat mail by Emily Gravett Letter & Postcard Writing based on our core text (Value: courage of and empathy for Sunny) Non chronological report - Information text - Meerkats</p> <p>We will continue to focus on improving our own writing through drafting and editing.</p> <p>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:</p> <ul style="list-style-type: none">• 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 <p>Reading</p> <ul style="list-style-type: none">• 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 <p>Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through English lessons, guided reading sessions and individual reading.</p> <p>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.</p>

Children will also be continuing to be introduced to different styles of poetry, how to write and perform them.

Emphasis will continue to be placed on improving children's comprehension skills, particularly inference and deduction.

Writing/SPAG

- 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

MATHS



In Maths we will be teaching a range of strategies (concrete, pictorial and abstract) to help the children become more fluent in the mathematical concepts. They will continue to learn how to reason about Maths through problem solving and apply their skills in a range of ways.

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

Shape



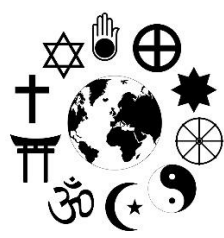
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects


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

	<p>- identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	
<p>TOPIC</p> 	<p>Geography London/Nairobi Comparing local and non-European location</p> <p>This term, children will continue to build on their knowledge of the physical and human features by comparing a local location (London) and a non-European location (Nairobi).</p>	<p>DT Making a Moving Monster</p> <p>Children will be developing their understanding of how things work and how things use pivots and levers in order for them to move. They will be analysing, designing and making their own moving monster using these ideas.</p>
<p>PSHE</p> 	<p>Theme: Health and Wellbeing</p> <p>Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene</p> <p>Character Formation: Determination Dream on, Aim high</p> <p>Cleanliness Food hygiene</p> <p>Self-discipline: Active listening</p>	
<p>Philosophy Religion and Ethics</p> 	<p>Theme: Food Glorious Food</p> <p>Children will understand the importance of prasadam and why Vaishnav's follow a vegetarian diet. They will look at stories from the scriptures focusing on the importance of offering food to Krishna before consuming it. They will develop their understanding of choice and healthy living through the topic of food and eating habits. There will be some emphasis of their developing good eating practices within the school. They will also have opportunity to discuss why the school serves only vegetarian meals. Children will look at food in different cultures.</p>	
<p>COMPUTING</p>	<p>Digital photography</p> <p>Through the lessons in this unit, learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	
<p>MUSIC</p>	<p>Pitch and Rhythm Through Singing</p> <p>Learning songs which will be played on recorder next term. Development of aural awareness and musical literacy using Solfa. Use of tuned percussion to increase knowledge and understanding of pitch.</p>	

<p>Sanskrit</p> <p>(Taught by Mrs Bhanderi)</p> 	<p>Autumn 2</p> <p>Topic: We will continue to develop an understanding of the Devanagari script. We will be learning how to sound out and form the letters in the i family.</p> <p>Conversation: We will learn how to ask questions in the target language.</p> <p>Storytime: Tucket the bucket: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 18 Verse 65 - man-manā bhava: We will be developing the pronunciation of the target language through verse recitals.</p>
<p>Spanish</p>	<p>Children will learn numbers in Spanish from 1-10 through creative ways like games, play and songs.</p>

<p>HEALTH & WELLBEING</p> <p><u>Physical Education</u></p> <p><u>Water (Autumn 2)</u></p> <p>The unit of work will challenge pupils to use their whole body when creating sequences of movements.</p> <p>Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p>	<p>Yoga (Taught by Mrs Bloch)</p> <p>Autumn 2</p> <p>Children to now focus on breath work, Ujjayi (audible breath with throat constrictions).</p> <p>Asanas: Bhadrasana, Sukhasana, Konasana</p> <p>Meditation</p> <p>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.</p>
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