






Curriculum Information Sheet Spring Term 1 2023-2024

Year 2: Precious Peacocks & Fabulous Flamingos

THEMES	This Spring term 1 st half is based around the themes of Great Fire of London (History), Investigating materials and mechanisms (DT) and Use of Everyday Materials (Science).
ENGLISH 	<p>We will continue to focus on improving our own writing through drafting and editing.</p> <p>Speaking, Listening and Responding</p> <p>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> <p>Emphasis will continue to be placed on improving children’s comprehension skills, particularly inference and deduction.</p> <p>Writing/SPAG</p>

	<ul style="list-style-type: none"> • Use a range of punctuation including ? and ! • Use co-ordinating conjunctions • Use tense accurately • apostrophes for contractions • Use subordinating conjunctions • Use commas for subordination • neat handwriting • third person and pronouns
<p>MATHS</p> 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> - Continuing from Autumn 2 <p>Shapes</p> <ul style="list-style-type: none"> - Recognising 2D shapes and their properties
<p>SCIENCE</p> 	<p>In Science children will learn:</p> <p>Continue learning of Living Things and their habitats</p> <ul style="list-style-type: none"> - To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain - To be able to identify and name different sources of food <p>Use of everyday materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.

TOPIC WORK



History – Great Fire of London (Events beyond living memory)

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. They will also discover how people lived and the jobs people had during Tudor times.

Design and Technology – Investigating Materials (Link to Science)

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.

DT week – we look at structures and strengthening materials. We will build a chair for baby bear (Goldilocks)

Computing – Creating Media

Making Music

Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.

Philosophy Religion and Ethics

Theme: Ramayan & Respect

Children will take part in activities which help build a sense of community and togetherness, centred around themes from the Ramayan. They will hear about the devotion of all animals, humans and nature to Lord Ram. They will reflect on how Lord Ram is present everywhere and how all living beings are part of Lord Ram through the devotional activities and through his activities he is deserving of respect. They will take part in a practical activity which 'practices' the ability to work together for a shared goal i.e.

Music

Children will receive lessons by Harrow Music Services.

Sanskrit

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 R family.

<p>building Ram Setu.</p> <p>Respect and disrespect and how these link to the values and personalities from the Ramayan</p>	
<p>PSHE Safety and the changing body:</p> <ul style="list-style-type: none"> • Understand how the internet can be used to help us. • Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. • Understand what a secret is and what a surprise is. • Know the name of parts of the body, • Explain the PANTS rule. • Understand how to keep safe near roads. • Explain the rules for crossing the road. • Understand when we should take medicines that can help us feel better when we are unwell. 	<p>Conversation: We will be learning how to classify nouns according to gender</p> <p>Storytime: The Thirsty Crow: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: <i>Upaniṣad Verse - Shanau Mitra:</i> We will be developing the pronunciation of the target language through verse recitals</p>
<p style="text-align: center;">HEALTH & WELLBEING</p> <p>Physical Education – Gymnastics Unit</p> <p>The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together.</p> <p>Pupils move around the hall, showing different ways they can move their bodies like champions. Make reference to moving wide, narrow and curled.</p> <p>Pupils start to explore different ways they could move or balance after a roll. Pupils start by rolling on a mat (any way they like safely). Use all the mats and have as few pupils as possible sharing. Ask pupils to roll one at a time taking it in turns. Look for flow from one movement to the other.</p>	<p>Yoga Kapalbatti – 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>Spanish</p> <p>Children will learn numbers from 1-20 and colours in Spanish through creative ways like games, play and songs.</p>

Key Questions:

How can we move like a champion gymnast?

Who is moving without their body making a sound?

Are we listening to our bodies?

If we can hear our body while we are moving can we be champion gymnasts?

Meditation

Meditation is practised in the morning and halfway through the day to reflect on learning.

