
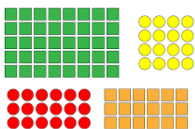
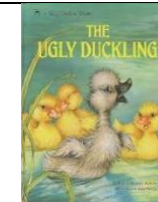
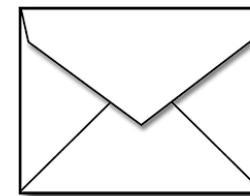
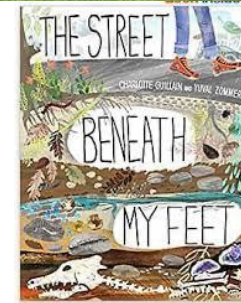
















Year 2: Spring Term Curriculum Information for Parents 2023-24

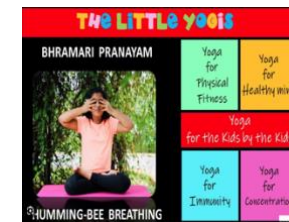
Subject Area	Curriculum Information
<p>English</p>	<p>Reading</p> <p><u>The Quangle Wangles Hat</u></p> <ul style="list-style-type: none"> • Focus on the poem for summarising and retrieval • Focus on the formal letter for retrieval • Focus on the description for inference and the poem for a personal response <p><u>Coming to England</u></p> <ul style="list-style-type: none"> • Focus on the core text for prediction and retrieval • Focus on the nonchronological report for retrieval • Focus on the poem for inference and the core text for a personal response <p><u>The Street Beneath my Feet</u></p> <ul style="list-style-type: none"> • Focus on the core text and an information text for summarising and retrieval • Focus on the narrative extract for inference and the core text for a personal response <p><u>Rhythm of the Rain</u></p> <ul style="list-style-type: none"> • Focus on the core text for summarising and sequencing • Focus on the information text for retrieval • Focus on the poem for inference and the core text for a personal response <p>Writing</p> <ul style="list-style-type: none"> • Formal Invitations • Non-Chronological reports • National Storytelling Week: The Ugly Duckling- Writing in Role • Stories from other Cultures • Recount from Personal Experiences
	<p>Maths</p> <p><u>Money</u></p> <ul style="list-style-type: none"> • Recognise and know the value of different combinations of coins and notes • Add different values to find totals (25p = 10p + 10p + 5p or 20p + 5p)  <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Grouping and sharing small quantities • Understand multiplication and division • Doubling numbers and quantities • Finding simple fractions of objects, numbers and quantities <p><u>Arrays</u></p> <ul style="list-style-type: none"> • Recognise number patterns • Counting in twos, fives and tens • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs 




		<ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	<p>Measurement: Length, Height, Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: Lengths and heights - for example, long/short, longer/shorter, tall/short, double/half Mass/weight [for example, heavy/light, heavier than, lighter than Capacity and volume for example, full/empty, more than, less than, half, half full, quarter Measure and record the following: lengths and heights, mass/weight, capacity and volume 	
<p>Science</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> What are materials used for? Categorise and compare wood, metal, plastic and glass What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric. What's the right material for the job? What's the most absorbent material? 	<p>Revisit Module: Living things and their habitats- Everyday materials</p> <ul style="list-style-type: none"> What is it made from? Compare: what is alive, what is not alive and what has never been alive? What materials do our pets have or need? Why is that? 
<p>PRE (Philosophy, Religion and Ethics)</p>	<p>Respect- We are all part of Krishna 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).</p> 	<p>Integrity - Our best friend Building on Year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create good friendships and understand how Krishna is our best friend.</p> 
<p>History</p>	 <p>Significant historical events, people, places in our locality: Harrow</p> <ul style="list-style-type: none"> Remember- What is Harrow like today? How did the railway help Harrow to grow? Who was Isabella Mary Beeton? What did she do? Who was Leefe Robinson? What did he do? 	
<p>Geography</p>	<p>Compare a small part of the UK to a non-European location</p> <ul style="list-style-type: none"> What are the physical and human features of Kenya? Where is Nairobi and what is it like? How are London and Nairobi similar or different? 	<p>Fieldwork and Map Skills How do we describe places?</p> 

<p>Computing</p>	<p><u>Creating Media: Digital Photography</u></p> <ul style="list-style-type: none"> • What makes a good photograph? • Lighting • Effects • Is it real? 	<p><u>Data and Information: Pictograms</u></p> <ul style="list-style-type: none"> • Counting and comparing • Enter the data • Creating pictograms • What is an attribute? • Comparing People • Presenting Information
<p>Art</p>	<p><u>Print Making</u></p> <p>In this block, pupils build on previously acquired printing skills. They make prints using natural objects and learn how to make a collagraph printing block. Printing techniques are then combined to create repeated patterns, inspired by the work of William Morris.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Prints can be made from natural objects. • How to make a collagraph printing block. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Create repeated patterns. • Combine printing techniques. 	 <p><i>Strawberry Thief (1883)</i> by William Morris</p>
<p>Design and Technology</p>	<p><u>Mechanisms</u></p> <p>In this block, pupils will investigate materials to discover whether they absorb or resist water. Pupils will also use wax or oil crayons to create a waterproof coating for a paper hat which they have made by creasing and folding a sheet of paper.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Materials can be modified to become waterproof. • Origami comes from the Japanese words: ori – folding and kami – paper. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Make paper waterproof. • Transform flat paper by folding and creasing to form a hat. 	 <p>Arthur Wellesley – First Duke of Wellington (1769 – 1852)</p>
<p>PSHE</p>	<p><u>SP1: Dream and Goals</u></p> <ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it • Carry on trying (persevering) even when I find things difficult. • Recognise who I work well with and who it is more difficult for me to work with • Work well in a group. • Help others to achieve their goals. • Working hard to achieve their own goals 	<p><u>SP2: Healthy Me</u></p> <ul style="list-style-type: none"> • Understand what I need to keep my body healthy • Understand how to be relax • understand how medicines work in my body and how important it is to use them safely • Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • Make some healthy snacks and explain why they are good for my body • Explain why they are good for my body • Decide which food to eat to keep my body healthy 

PE (Physical Education)	Spring 1: Hands <ul style="list-style-type: none"> Develop Dribbling: Keeping Possession Develop Passing and Receiving: Keeping Possession Develop dribbling to score a point Develop Passing and Receiving to score a point Combine dribbling, passing and receiving to score a point 	Spring 2: Linking- Gymnastics <ul style="list-style-type: none"> Develop Linking Linking on apparatus Jump, roll, balance sequences. Jump, roll, balance on apparatus. Creation of Sequences and Performance
Sanskrit	<ul style="list-style-type: none"> Sanskrit prayers to begin each lesson PRE/YOGA links Texts: Verse 1- Sikshastakam- Lord Rama Shrimad Bhagavatam-9.10.53, BG 9.34/18.65 Reading and writing- Consonants- Hard palate family and Teeth family. Write Numbers 0 to 5 Conversation - Classify nouns according to gender General Vocabulary through flash cards. Story- "The Sky is falling" & "Again become mouse" Songs- Number song, Vowel song, Krishna's family. 	
Yoga	Spring 1: Solar, Manipura <ul style="list-style-type: none"> Practise various asanas to build strong stability and balance the manipura (solar energies) chakra. Participate in Surya Namaskar marathon by practising 2 cycles of Surya Namaskar flow, (L2) chant 3 of its 12 mantras, in addition to the variation poses- Trikonasana and Virabhadrasana Participate in the Asanas Safari Yoga to relish and discover your strength through pastimes of Hanuman and Lord Rama. Practise Dhanurasana to bring heat to the internal and cultivate self- confidence. Experience empowerment in sound meditation of 'RAM'- 3rd chakra. Practise Jnana, Shuni, Prithvi hand mudras to release unfavourable emotions and to improve concentration. 	Spring 2: Heart, Anahata <ul style="list-style-type: none"> Practise various asanas in standing, sitting, prone and supine to balance the heart chakra. Record, submit 2 cycles of Surya Namaskar with 3 chanting of the 12 mantras to the ongoing campaign. Practise Bhramari pranayama to help to spread kindness and encourage a deep sleep relaxing the parasympathetic nervous system. Practise colour therapy meditation to link with heart chakra- healing & forgiveness. Practise variations of Purvottanasana and Padmasana related to BG 9.34 & 18.65. Remember the names of hand mudras and apply Jnana, Shuni, Earth (Prithvi) and Ganesh in our 2 minutes of daily meditations.
French	Musical Instruments <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. 	Numbers and Colours <ul style="list-style-type: none"> Numbers 1-10 10 colours



Music	 <p><u>Recorders</u></p> <ul style="list-style-type: none">• Recorder skills• Reading from staff notation• Singing development – songs which include recorders, singing recorder pieces
Enrichment Opportunities	<ul style="list-style-type: none">• Rye Meads Nature Reserve• Gaura Purnima• National Story Telling Week• World Book Day• Science Week 