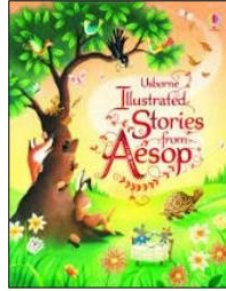
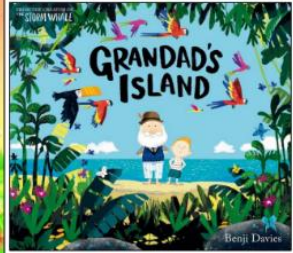

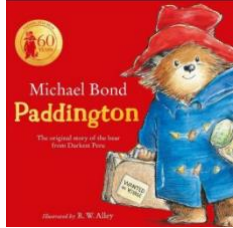
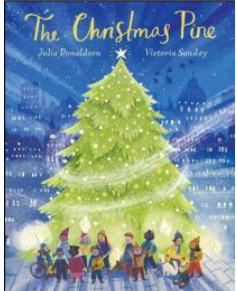


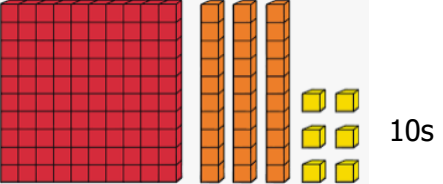












## Year 2: Autumn Term Curriculum Information for Parents 2024-25




Subject Area	Curriculum Information	
<p><b>English</b></p>	<p><b><u>Reading</u></b></p> <p><b><u>Grandad's Island</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for prediction and retrieval Focus on the narrative for retrieval</li> <li>Focus on the directions for inference and the core text for a personal response</li> </ul> <p><b><u>Stories from Aesop</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for retrieval and sequencing Focus on the news article for summarising</li> <li>Focus on the core text for inference Focus on the core text, news article and narrative extract for understanding themes and personal response</li> </ul> <p><b><u>Mrs Noah's Pockets</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for summarising and retrieval Focus on the narrative extracts for retrieval</li> <li>Focus on the core text for inference and the article for a personal response</li> </ul> <p><b><u>Paddington</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for summarising and retrieval Focus on the nonchronological report for retrieval</li> <li>Focus on the core text for inference Focus on the poem for a personal response</li> </ul> <p><b><u>The Christmas Pine</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for summarising and retrieval Focus on the narrative extract for sequencing</li> <li>Focus on the riddles for inference Focus on the narrative extract, riddles and core text for a personal response</li> </ul>	    
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Strong Start Writing</li> <li>Character Description</li> <li>Black History Month</li> <li>Poems developing vocabulary</li> <li>Simple retelling of a narrative</li> <li>Formal invitations</li> </ul> 	<p><b><u>Spelling</u></b></p> <p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>–s and –es</li> <li>Adding –ing –ed –er to verbs</li> <li>Adding –er –est to adjectives</li> <li>Prefix un–</li> </ul> <p><b><u>Autumn 2:</u></b></p> <ul style="list-style-type: none"> <li>The sound spelt –ge and –dge at the end of words</li> <li>The sound spelt g elsewhere in words before e, i and y and j before a, u and o</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /z/ sound spelt s</li> </ul>



<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>Numbers to 20 moving onto counting objects to 100 by making 10s</li> <li>Recognise tens and ones</li> <li>Using a place value chart</li> <li>Partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in expanded form</li> <li>10s and 1s on the number line to 100</li> <li>Estimate numbers on a number line</li> <li>Compare and order objects and numbers on a number line</li> <li>Count in 2s, 3s, 5s, and</li> </ul>  	<p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Bonds to 10</li> <li>Fact families – addition and subtraction bonds within 20</li> <li>Related facts</li> <li>Bonds to 100 (tens)</li> <li>Add and subtract 1s</li> <li>Add by making 10</li> <li>Add three 1-digit numbers</li> <li>Add to the next 10 and across a 10</li> <li>Subtract across and from a 10</li> <li>Subtract a 1-digit number from a 2-digit number (across a 10)</li> <li>10 more, 10 less</li> <li>Add and subtract 2-digit numbers</li> <li>Mixed addition and subtraction</li> </ul>
	<p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>Recognise 2-D and 3-D shapes</li> <li>Count sides and vertices on 2-D shapes</li> <li>Draw 2-D shapes</li> <li>Use lines of symmetry to complete shapes</li> <li>Sort 2-D shapes</li> <li>Count faces, edges and vertices on 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Make patterns with 2-D and 3-D shapes</li> </ul>  	
<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Autumn 1: Living things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>What is alive and what is not?</li> <li>What do all living things have in common?</li> <li>What plants and animals live in our local environment?</li> <li>What are food chains and how are they connected?</li> </ul>	

	<p><b><u>Autumn 2: Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Why do plants and animals need each other?</li> <li>• How do animals change as they mature?</li> <li>• How do we change as we mature?</li> <li>• What do all animals need to stay alive?</li> <li>• Keeping healthy: why do we exercise?</li> <li>• Why do we eat different types of food?</li> </ul>	
<p><b>PRE</b> <b>(Philosophy, Religion and Ethics)</b></p>	<p><b><u>Autumn 1</u></b></p> <p>Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Using engaging drama and arts activities and with the use of stories they should be guided into recognising situations, which give rise to different feelings and that humans have different feelings in the same situation.</p>	<p><b><u>Autumn 2</u></b></p> <p>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 of their developing good eating practices within the school They will also have opportunity to discuss why the school serves only vegetarian meals.</p>
<p><b>History</b></p>	<p><b><u>Study Events Beyond Living Memory</u></b></p> <ul style="list-style-type: none"> <li>• Where is London? When was the Great Fire of London?</li> <li>• How did the fire start and why did it spread so quickly?</li> <li>• Where did the fire spread to?</li> <li>• How do we know about the Great Fire of London?</li> <li>• What effect did the fire have on London?</li> </ul>	
<p><b>Geography</b></p>	<p><b><u>Human and Physical Features</u></b></p> <ul style="list-style-type: none"> <li>• What are physical features?</li> <li>• What features does our local area have?</li> </ul> <p><b><u>Compare a small part of the UK to a non-European location</u></b></p> <ul style="list-style-type: none"> <li>• Where is London and what is it like?</li> <li>• Where is the country of Kenya?</li> <li>• What are the physical and human features of Kenya?</li> </ul>	

<p><b>Computing</b></p>	<p><b><u>Computer Systems and Networks: IT around us</u></b></p> <ul style="list-style-type: none"> <li>To recognise the uses and features of information technology</li> <li>To identify the uses of information technology in the school</li> <li>To identify information technology beyond school</li> <li>To explain how information technology helps us</li> <li>To explain how to use information technology safely</li> <li>To recognise that choices are made when using information technology</li> </ul>	<p><b><u>Programming A – Robot Algorithms</u></b></p> <ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence</li> <li>To explain what happens when we change the order of instructions</li> <li>To use logical reasoning to predict the outcome of a program</li> <li>To explain that programming projects can have code and artwork</li> </ul>
<p><b>Art</b></p>	<p><b><u>Craft and Design: Map it Out</u></b></p> <ul style="list-style-type: none"> <li>Creative journey</li> <li>Making felt - multiple options</li> <li>Abstract maps</li> <li>Print possibilities</li> <li>Gallery experience</li> </ul>	
<p><b>Design and Technology</b></p>	<p><b><u>Structures: Baby Bear's Chair</u></b></p> <ul style="list-style-type: none"> <li>Exploring stability</li> <li>Strengthening materials</li> <li>Making baby bear's chair</li> <li>Fixing and testing baby bear's chair</li> </ul>	
<p><b>PSHE</b></p>	<p><b><u>Autumn 1: Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>Hopes and Fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Our Learning charter</li> <li>Owning our own learning charters</li> </ul>	<p><b><u>Autumn 2: Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>Boys and Girls</li> <li>Why does bullying happen?</li> <li>Standing up for ourselves and others</li> <li>Gender diversity</li> </ul>



<p><b>PE</b></p> <p><b>(Physical Education)</b></p>	<p><b><u>Autumn 1: Dodging 1 (Basic Movements- Locomotion)</u></b></p> <ul style="list-style-type: none"> <li>• Explore dodging</li> <li>• Develop dodging</li> <li>• Apply dodging: Explore attacking to beat an opponent</li> <li>• Apply dodging in teams</li> </ul> 	<p><b><u>Autumn 2: Linking (Gymnastics)</u></b></p> <ul style="list-style-type: none"> <li>• Developing linking</li> <li>• Linking on apparatus</li> <li>• Jump, roll, balance sequences/on apparatus</li> <li>• Creation of sequences</li> <li>• Completion of sequences and performance</li> </ul> 
<p><b>Sanskrit</b></p>	<p><b><u>Autumn: Places/PRE-Link- Damodarastakam Verse 3- Srimati Radharani Pranam Mantra.</u></b></p> <ul style="list-style-type: none"> <li>• Revision of the Throat Family and Soft Palate Family.</li> <li>• Reading the letters of the Throat and Soft Palate Family.</li> <li>• To introduce vocabulary from Topic.</li> <li>• Writing the letters of the Throat and Soft Palate family.</li> <li>• To identify Vocabulary from Topic.</li> <li>• Assessment of Throat family and Topic vocabulary.</li> </ul>	
<p><b>Yoga</b></p>	<p><b><u>Autumn 1: Mooladhara, Root</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to build strong stability and balance the foundation chakra.</li> <li>• Practise Chandra Namaskar flow (L2) concentrates on the variation pose- Utkatasana to link with the qualities of Radharani- the mood of empathy.</li> <li>• Participate in the pastimes of Dhruv inline with asanas, mind management to calm the bodies and relax the nervous systems for self- discipline.</li> <li>• Practise Matsyasana to balance the function of thyroid glands.</li> <li>• Experience moments of stillness and absorption in the Damodara's prayers, Verses 1 &amp; 2.</li> </ul> <p>Practise Ganesh mudra to improve the coordination of the breathing process.</p>	<p><b><u>Autumn 2: Swadhisthana, Creativity</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas in standing, sitting, prone and supine to balance the creativity chakra.</li> <li>• Practise 2 cycles of Surya Namaskar with 2 chanting of the 12 mantras, to improve blood circulations, mental and physical strength.</li> <li>• Practise eye yoga to improve and maintain eyesight.</li> <li>• Practise Laughter Yoga to link with the interest of Mathematics.</li> <li>• Practise rainbow visualisation meditation to relax and improve creativity, for example in writing.</li> <li>• Practise and remember the names of the mudras- Shunya and Shankh to improve hearing and cultivate team leadership qualities.</li> </ul> <div data-bbox="1915 790 2150 1053"> <p><b>Shunya Mudra</b></p>  <p><b>Benefits</b></p> <ol style="list-style-type: none"> <li>1. Inner Silence</li> <li>2. Ear Health</li> <li>3. Concentration Boost</li> <li>4. Mindfulness Aid</li> <li>5. Clarity Attainment</li> </ol> </div>

<p><b>French</b></p>	<p><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct article)</li> <li>• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	
<p><b>Music</b></p>	<p><b>Focus: Pitch and Rhythm through singing</b></p> <ul style="list-style-type: none"> <li>• Songs which will be played on recorder next term.</li> <li>• Development of aural awareness and musical literacy using Solfa.</li> <li>• Use of tuned percussion to increase knowledge and understanding of pitch.</li> </ul>	
<p><b>Enrichment Opportunities</b></p>	<div data-bbox="353 616 629 884" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Chandos Park: Living Things and their Habitats (Science)</li> <li>• London's Burning Workshop (History)</li> <li>• Local Area Walk: Identifying Human and Physical Features</li> <li>• World Mental Health Day</li> <li>• Black History Month</li> <li>• Diwali/ Govardhan Prayers</li> </ul>	