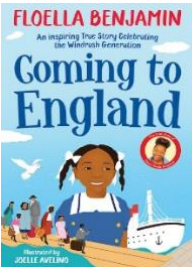
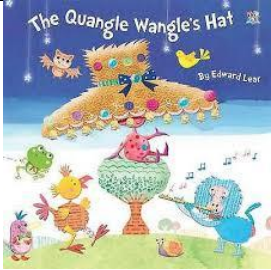
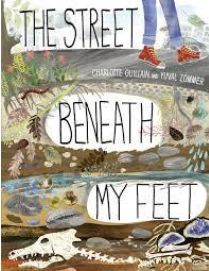

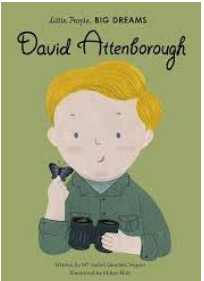





Year 2: Spring Term Curriculum Information for Parents 2024-25

| Subject Area | Curriculum Information | |
|---|--|---|
| <p style="text-align: center;">English</p> | <p><u>Reading</u> <u>The Quangle Wangle’s 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 non-chronological 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>National Telling Week</u> <u>Poetry Recital Competition</u></p> <p><u>Rhythm of the Rain</u></p> <ul style="list-style-type: none"> • Focus on the core text for summarising and retrieval Focus on the nonchronological report for retrieval • Focus on the core text for inference Focus on the poem for a personal response <p><u>Little People Big Dreams: David Attenborough</u></p> <ul style="list-style-type: none"> • Focus on the core text for summarising and retrieval • Focus on the explanation text for retrieval |      |
| | <p><u>Writing</u></p> <ul style="list-style-type: none"> • Formal invitations • Poetry on a theme • National Telling Week • Non-chronological reports • Recount from personal experience  | <p style="text-align: center;"><u>Spelling</u></p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • –s and –es • Adding –ing –ed –er to verbs • Adding –er –est to adjectives • Prefix un– <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> • The sound spelt –ge and –dge at the end of words • The sound spelt g elsewhere in words before e, i and y and j before a, u and o • The /s/ sound spelt c before e, i and y • The /z/ sound spelt s |

Maths

Money

- Count money – pence
- Count money – pounds (notes and coins)
- Count money – pounds and pence
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Two-step problems



Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10
- The 5 times-table
- Divide by 5



Length and Height



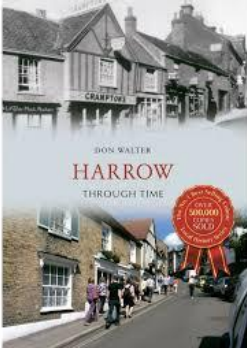

- Measure in centimetres
- Measure in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights










Mass, Capacity and Temperature



- Compare mass
- Measure in grams
- Measure in kilograms
- Four operations with mass
- Compare volume and capacity
- Measure in millilitres
- Measure in litres
- Four operations with volume and capacity



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| <p style="text-align: center;">Science</p> | <p><u>Spring 1: Animals including Humans</u></p> <ul style="list-style-type: none"> • Keeping healthy: why do we exercise? • Why do we eat different types of food?  | <p><u>Spring 2: Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> • What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric • What happens when we squash, bend, twist or stretch a material? • What's the right material for the job? • What's the best absorbent material? • Who invented waterproofing?  | <p><u>Revisit Living Things and their Habitats / Materials</u></p> <ul style="list-style-type: none"> • What is it made from? • What materials do our pets have or need? Why is that? | |
| <p style="text-align: center;">PRE (Philosophy, Religion and Ethics)</p> | <p><u>Spring</u></p> <p>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 learn to value and understand how to create good friendships and understand how Krishna is our best friend. We will be looking at the Mahabharat and the friendships of Krishna with Arjuna and Krishna with Sudama. Along with this, we will be looking at how to identify what a dilemma is and explore different ways we can deal with them- as in the Mahabharat.</p> | | | |
| <p style="text-align: center;">History</p> | <p><u>Significant Historical Events People and Places in our Locality:</u></p> <ul style="list-style-type: none"> • Remember: What is Harrow like today? • What happened in Harrow a long time ago? • What was Harrow like in the Victorian Times? • How did William Leefe Robinson help fight in WW1? | |  |  |

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| <p>Geography</p> | <p><u>Compare a small part of the UK to a non-European location</u></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><u>Fieldwork and Map Skills</u></p> <ul style="list-style-type: none"> • How do we describe places? • What physical features does this place have? |  |
| <p>Computing</p> | <p><u>Programming A – Robot Algorithms:</u></p> <ul style="list-style-type: none"> • To design an algorithm • To create and debug a program that I have written <p><u>Data and Information – Pictograms:</u></p> <ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons | <p><u>Data and Information – Pictograms:</u></p> <ul style="list-style-type: none"> • To recognise that people can be described by attributes • To explain that we can present information using a computer <p><u>Programming B – Programming Quizzes</u></p> <ul style="list-style-type: none"> • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design |
| <p>Art</p> | <p><u>Painting and Mixed Media:Life in Colour</u></p> <ul style="list-style-type: none"> • Colour magic • Texture hunt • Making textures • Collage creation • Developing detail • Abstract maps • Print possibilities • Gallery experience |  |
| <p>Design and Technology</p> | <p><u>Mechanisms: Fairground Wheel</u></p> <ul style="list-style-type: none"> • Design a Ferris wheel • Planning the build • Building the frame and wheels • Adding pods and decoration |  |

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| <p>PSHE</p> | <p><u>Spring 1: Dreams and Goals</u></p> <ul style="list-style-type: none"> • Goals to Success • My Learning Strengths • Learning with Others • Group Challenge • Mindfulness Mornings- Soft Start Sessions till 9am including worship - Place2Be • Sanga Session/Reflection  | <p><u>Spring 2: Healthy Me</u></p> <ul style="list-style-type: none"> • Being Healthy • Being Relaxed • Medicine Safety • Healthy Eating • Healthy, happy me • Sanga Session/Reflection  |
| <p>PE (Physical Education)</p> | <p><u>Spring 1: Hands 1</u></p> <ul style="list-style-type: none"> • Develop dribbling: Keeping possession • Develop passing and receiving: Keeping possession • Combine dribbling, 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  | <p><u>Spring 2: Water (Dance)</u></p> <ul style="list-style-type: none"> • Responding to stimuli • Developing whole group movement • Improvisation and physical descriptions • Creating Sequences • Creating contrasting movement sequences • Sequences from our relationships and performance  |
| <p>Sanskrit</p> | <p><u>Spring 1: Devanagari Script- Hard Palate Family/Topic –Household items/PRE-Link-Prasadam prayers, Morning prayers and meditations</u></p> <ul style="list-style-type: none"> • Introduction to Hard-Palate Family. Prasadam Prayers • Writing of the Hard Palate family. Morning prayer • To learn vocabulary related to the household items topic. Morning Meditations • To read the letters of the Hard-Palate family. Narsimha Arati • To apply the Sanskrit terms of Household items. End of the day meditations. • Assessment on Hard Palate Family. <p><u>Spring 2: Devanagari Script – Teeth Family letters/Topic – Household Items /PRE-Link –Sikshastakam Verse 2 and Eka Shloki Ramayanam</u></p> <ul style="list-style-type: none"> • Introduction to the Teeth family. Sikshastakam Verse 2- Line 1 • To write the letters of the Teeth family in Devanagari. Sikshastakam Verse 2- Line 2 • To recall Sanskrit nouns of Household Items. Sikshastakam Verse 2- Line 3 • To read letters from the Teeth family. Sikshastakam Verse 2 • Revision of letters learnt in last four family.- Eka Shloki Ramayanam • Assessment All 4 families - Eka Shloki Ramayanam | |

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| <p>Yoga</p> | <p>Spring 1: Solar, Manipura</p> <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 and Shuni hand mudras to release unfavourable emotions and to improve concentration. | <p>Spring 2: Heart, Anahata</p> <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 daily 2 minutes of meditations. |
| <p>French</p> | <p>Spring 1: Musical Instruments</p> <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. <p>Spring 2: Ice-creams</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub. |  |
| <p>Music</p> | <p>Focus: Musicianship 2/Chime bar exploration</p> <ul style="list-style-type: none"> • Tuned percussion Chime bar development • Reading from staff notation. • Creating rhythm/melody patterns for the class • to echo • Singing development • Solfa development SMLDR |  |

**Enrichment
Opportunities**



- Visit to the Local Library
- Central London Visit
- National Story Telling Week
- Gaura Purnima
- Poetry Recital Competition
- Pharmacist Visit