
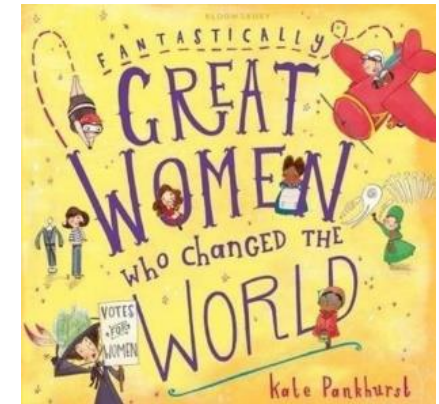
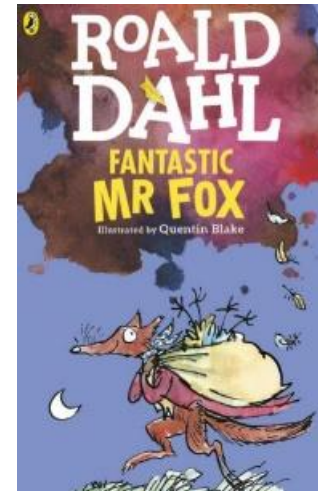
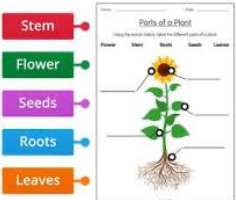



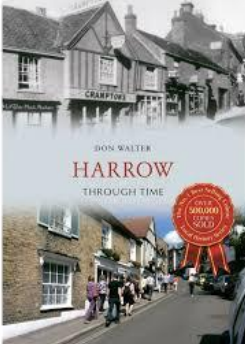





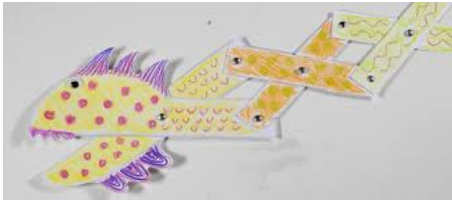
**Year 2: Summer Term Curriculum Information for Parents 2024-25**

Subject Area	Curriculum Information	
English	<p><b><u>Reading</u></b></p> <p><b><u>Fantastically Great Women who changed the World-Block 13</u></b></p> <ul style="list-style-type: none"> <li>• Focus on core text and non-fiction paragraph for sequencing and retrieval using all parts of the text.</li> <li>• Focus on the core text and narrative extract for personal response and inferring character traits.</li> </ul> <p><b><u>Fantastically Great Women who changed the World – Block 14</u></b></p> <ul style="list-style-type: none"> <li>• Focus on core text and narrative extract for summarising, sequencing and finding evidence.</li> <li>• Focus on the poem for inferring the changing mood and explore connecting themes.</li> </ul> <p><b><u>Fantastic Mr Fox – Block 16</u></b></p> <ul style="list-style-type: none"> <li>• Focus on core text for sequencing and retrieval</li> <li>• Focus on the narrative extract for prediction</li> <li>• Focus on the core text to infer how dialogue is said</li> </ul> <p><b><u>Fantastic Mr Fox – Block 17</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the fact sheet for summarising</li> <li>• Focus on the core text for retrieval</li> <li>• Focus on the core text to use evidence to explain a character’s actions</li> <li>• Focus on the poem to explore common themes</li> </ul> <p><b><u>Fantastic Mr Fox – Block 18</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for prediction and retrieval</li> <li>• Focus on a recipe for recall and retrieval</li> <li>• Focus on descriptions to infer a location</li> <li>• Focus on the core text for personal response</li> </ul>	
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Non-chronological reports (Block B) Part 1,2&amp;3</li> <li>• Simple Retelling of a narrative Block B- Part 1,&amp;3</li> <li>• Recount from personal experience- Block B Part 1&amp;2</li> <li>• Poems developing vocabulary Block B</li> <li>• Character Descriptions (block B) Part 1&amp;2</li> </ul> 	<p><b><u>Spelling</u></b></p> <p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li> <li>• Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ul> <p><b><u>Summer 2</u></b></p> <ul style="list-style-type: none"> <li>• Contractions</li> <li>• The possessive apostrophe (singular nouns)</li> <li>• Homophones and near-homophones</li> <li>• More prefixes: dis, mis, in</li> <li>• The suffixes –ment, –ness, –ful , –less and –ly</li> </ul>








<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to parts and whole</li> <li>• Equal and unequal parts</li> <li>• Recognise a half</li> <li>• Find a half</li> <li>• Recognise a quarter</li> <li>• Find a quarter</li> <li>• Recognise a third</li> <li>• Find a third</li> <li>• Find the whole</li> <li>• Unit fractions</li> <li>• Non-unit fractions</li> <li>• Recognise the equivalence of a half and two quarters</li> <li>• Recognise three-quarters</li> <li>• Find three-quarters</li> <li>• Count in fractions up to a whole</li> </ul>	<p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past and quarter to</li> <li>• Tell the time past the hour</li> <li>• Tell the time to the hour</li> <li>• Tell the time to 5 minutes</li> <li>• Minutes in an hour</li> <li>• Hours in a da</li> </ul>	<p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Tables</li> <li>• Block diagrams</li> <li>• Draw pictograms (1–1)</li> <li>• Interpret pictograms (1–1)</li> <li>• Draw pictograms (2, 5 and 10)</li> <li>• Interpret pictograms (2, 5 and 10)</li> </ul>	
	<p><b><u>Position and direction</u></b></p> <ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe movement</li> <li>• Describe turns</li> <li>• Describe movement and turns</li> <li>• Shape patterns with turns</li> </ul>			
<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Summer 1: Plants</u></b></p> <ul style="list-style-type: none"> <li>• How do seeds germinate and what happens?</li> <li>• What happens when bulbs sprout?</li> <li>• What do plants need to thrive and be healthy?</li> <li>• What can happen if plants don't get the things they need?</li> <li>•</li> </ul>		<p><b><u>Summer 2: Plants</u></b></p> <ul style="list-style-type: none"> <li>• What do I notice about plants around the school? How are they healthy? How are they unhealthy?</li> <li>• Enrichment- Plant Hunt around the school</li> <li>• Show what you know How do seeds and bulbs grow? What do plants need to be healthy?</li> </ul>	
	<p><b><u>Revisit Living things and their habitats / Animals, including humans</u></b></p> <ul style="list-style-type: none"> <li>• How do seeds and bulbs grow?</li> <li>• What do I know about animals, including humans?</li> <li>• What do plants need to thrive and be healthy?</li> </ul>			

<p><b>PRE</b> <b>(Philosophy, Religion and Ethics)</b></p>	<p><b><u>Summer 1</u></b></p> <p>Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed. Children will understand how to respond to fearful situations through (1) positive action (2) development of inner strength, faith, prayer and stories about divine protection including stories of Krishna in Vrindavan. Children will explain the concept of journeys, places of worship and pilgrimage within religious life. Children will explore places of pilgrimage in different faiths. They will explain how such journeys are related to gratitude, courage, faith and inner strength and how these journeys can be both internal and external.</p>	<p><b><u>Summer 2</u></b></p> <p>Children will continue to explore the concept of pilgrimage within religious life. They will continue to learn about places of pilgrimage for Hindus and focusing on Lord Krishna's pastimes places. Children explore how such journeys are related to gratitude (for example, a grateful attitude makes journeys most effective) and how these journeys are both internal (the spiritual journey within) and external (pilgrimage to a holy place). This theme connects with the trust's motto of 'a journey of self-discovery' and children will also explore how their life in school reflects a spiritual journey.</p>
<p><b>History</b></p>	<p><b><u>Significant Historical Events People and Places in our Locality:</u></b></p> <ul style="list-style-type: none"> <li>• What happened in Harrow in the Past?</li> </ul> <p><b><u>Revisit Events Beyond Living Memory</u></b></p>	 
<p><b>Geography</b></p>	<p><b><u>Fieldwork and Map Skills</u></b></p> <ul style="list-style-type: none"> <li>• What physical features does this place have?</li> <li>• Map keys: how can we show what a place is like?</li> <li>• Sketch map: how can we show what a place is like?</li> </ul> <p><b><u>Study a small area of a contrasting non-European country:</u></b></p> <ul style="list-style-type: none"> <li>• How do the Yanomami people live? (Pre home learning linked to the rainforest enrichment lesson)</li> <li>• What is different about my location and the Yanomami?</li> </ul>	

<p><b>Computing</b></p>	<p><b><u>Programming B – Programming Quizzes</u></b></p> <ul style="list-style-type: none"> <li>• To change a given design</li> <li>• To create a program using my own design</li> <li>• To decide how my project can be improved</li> </ul>	<p><b><u>Creating Media – Digital Photography</u></b></p> <ul style="list-style-type: none"> <li>• To use a digital device to take a photograph</li> <li>• To make choices when taking a photograph</li> <li>• To describe what makes a good photograph</li> <li>• To decide how photographs can be improved</li> <li>• To use tools to change an image</li> <li>• To recognise that photos can be changed</li> </ul>
<p><b>Art</b></p>	<p><b><u>Sculpture and 3D: Clay House</u></b></p> <ul style="list-style-type: none"> <li>• Exploring clay</li> <li>• Pinch pots</li> <li>• Applying skills in clay</li> <li>• Designing a tile</li> <li>• House tiles</li> <li>• Enrichment- Pottery</li> </ul>	
<p><b>Design and Technology</b></p>	<p><b><u>Mechanisms: Making a Moving Monster</u></b></p> <ul style="list-style-type: none"> <li>• Pivots, levers and linkages</li> <li>• Making linkages</li> <li>• Designing my monster</li> <li>• Making my monster</li> </ul>	
<p><b>PSHE</b></p>	<p><b><u>Summer 1: Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Friends and Conflict</li> <li>• Secrets</li> <li>• Trust and Appreciation</li> <li>• Sanga Session/Reflection</li> </ul>	<p><b><u>Summer 2: Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Lifecycles in Nature</li> <li>• Growing from Young to Old/The Changing Me</li> <li>• Boys and Girls Bodies</li> <li>• Assertiveness</li> <li>• Looking Ahead</li> <li>• Sanga Session/Reflection</li> </ul>



<p><b>PE</b></p> <p><b>(Physical Education)</b></p>	<p><b><u>Summer 1: Feet 1</u></b></p> <ul style="list-style-type: none"> <li>• Develop dribbling: keeping possession</li> <li>• Develop passing and receiving: keeping possession</li> <li>• Combine, dribbling, passing and receiving: keeping possession</li> <li>• Develop dribbling to score a point</li> <li>• Combine dribbling, passing and receiving to score a point</li> <li>•</li> </ul> 	<p><b><u>Summer 2: Feet 1</u></b></p> <ul style="list-style-type: none"> <li>• Apply dribbling, passing and receiving as a score a point</li> <li>• Develop pupils application and understanding underarm throwing</li> <li>• Consolidate pupils application and understanding of underarm throwing</li> <li>• Applying the underarm throw to win a game</li> <li>• Applying the underarm throw to beat and open</li> <li>• Introduce underarm throw: Applying this to win</li> <li>• Competition Applying the underarm throw to</li> </ul>  <p>team to of end a game win a</p>
<p><b>Sanskrit</b></p>	<p><b><u>Summer 1: Devanagari Script – Lips Family letters /Topic – Food/PRE-Link Jagannatha astakam verse 2</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to the Lips Family letters. Jagannatha astakam verse 2 line 1</li> <li>• To write letters of the Lips family in Devanagari. Jagannatha astakam verse 2 line 2</li> <li>• To read letters of the Lips family in Devanagari. Jagannatha astakam verse 2 line3</li> <li>• To revise all family in Devanagari. Jagannatha astakam verse 2</li> <li>• End of Year Assessment all Families</li> </ul>	<p><b><u>Summer 2: Devanagari Vowels/Topic – Food/PRE-Link – Jagannathastakam verse 2 and Gange ca yamune caiva</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Topic - Food -Jagannatha astakam verse 2</li> <li>• To recall Food nouns in Sanskrit. Jagannatha astakam verse 2</li> <li>• Identifying the Family of the Sanskrit letter.</li> <li>• Revision of the Throat, Soft and Hard-palte families.</li> <li>• Revision of the Teeth and Lips families.</li> <li>• Make your own Fruit salad or salad in Sanskrit.</li> </ul>
<p><b>Yoga</b></p>	<p><b><u>Summer 1: Throat chakra</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas especially asanas focus on the throat chakra to improve well- being.</li> <li>• Practise 2 cycles of Chandra Namaskar with breathing sequence.</li> <li>• Practise Supta Virasana Variation, Dandasana Hands Back to build spinal strength.</li> <li>• Practise Chandra &amp; Surya breathing (L2) to prepare for deeper breathing.</li> <li>• Experience sound meditation of 'HAM'- 5th chakra to encourage clearer self- expression.</li> <li>• Practise various hand mudras learnt in Spring &amp; Autumn and new mudra such as Bhu to connect with Mother Earth.</li> </ul>	<p><b><u>Summer 2: 3rd Eye &amp; Crown chakras</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas focus to activate the inner wisdom and connection to the universe.</li> <li>• Continue to practise 2 cycles of Chandra Namaskar with its variations such as Trikonasana to improve posture and strengthen the calves and thighs.</li> <li>• Practise selfless karma yoga with conscious breathing and the divine.</li> <li>• Practise Supta Matsyendrasana to make the spine flexible and improve blood flow.</li> <li>• Massage feet to improve relaxation in the meditation of the pastimes of Sudama and his beloved.</li> <li>• Exercise empathy, determination and strengthen the muscles in the legs for doing Virabhadrasana partner and Parivrta Prasrita Padottanasana.</li> </ul>

<p><b>French</b></p>	<p><b><u>Summer 1 and 2: Seasons</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French.</li> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'</li> </ul>	
<p><b>Music</b></p>	<p><b><u>Focus: Recorder Development</u></b></p> <ul style="list-style-type: none"> <li>• Recorder skills – tonguing, minimum notes BA or CA</li> <li>• Reading staff notation</li> <li>• Singing development – songs which include recorders, singing recorder pieces.</li> </ul>	
<p><b>Enrichment Opportunities</b></p>	 <p>Art: Enrichment- Pottery Studio Science: Plant Hunt</p>	