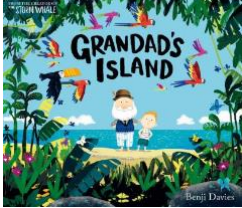
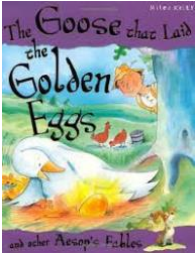
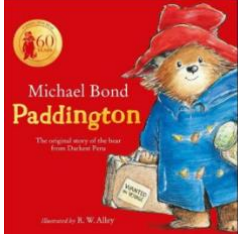
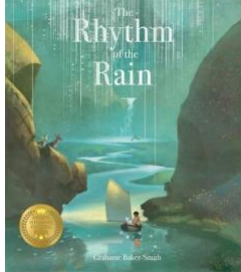
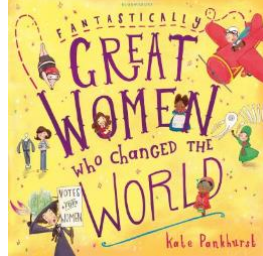
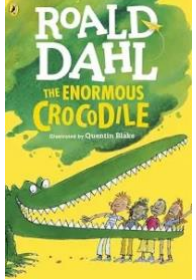


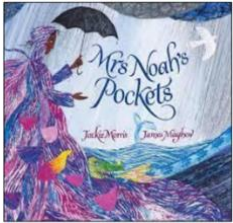
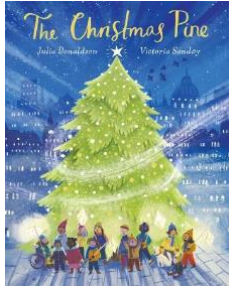
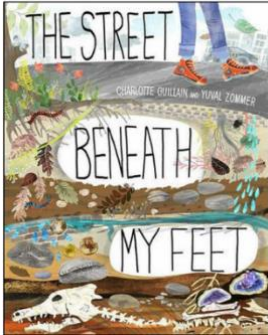
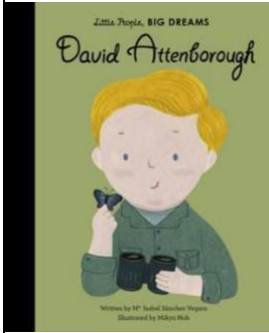
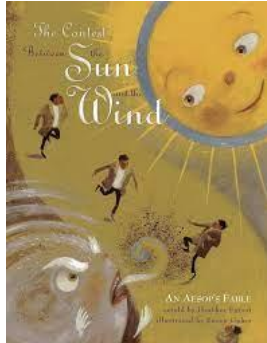


Curriculum Overview

	Autumn 1 x6.5	Autumn 2 x6	Spring 1 x6	Spring 2 x5	Summer 1 x7	Summer 2 x6
Year 2						
Educational visits/ Performance	Diwali Local area visit – physical features	The Tower of London	Croydon Gurdwara	Locality trip	Tate Modern	Horniman Museum: rainforest
Reading	 x2 Focus on the core text for prediction and retrieval Focus on the narrative for retrieval Focus on the directions for inference and the core text for a personal response  x2 Focus on the core text for retrieval and sequencing Focus on the news article for summarising	 x4 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 Focus on the core text for prediction and retrieval Focus on the leaflet for retrieval Focus on the core text for inference Focus on the narrative extract	 x2 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  x2	 x4 Focus on the core text for summarising and retrieval Focus on the explanation text for retrieval Focus on the descriptive text for inference and a personal response Focus on the core text for summarising and sequencing Focus on the information text for retrieval Focus on the poem for inference and the	 x4 Focus on core text and non-fiction paragraph for sequencing and retrieval using all parts of the text Focus on the core text and narrative extract for personal response and inferring character traits Focus on core text and narrative extract for summarising, sequencing and finding evidence Focus on the poem for inferring the changing mood and	 x6 Focus on the core text for sequencing and retrieval Focus on the narrative for prediction Focus on the core text to infer how dialogue is said Focus on the core text for a personal response Focus on the fact sheet for summarising Focus on the core text for retrieval Focus on the core



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	Focus on the core text for inference Focus on the core text, news article and narrative extract for understanding themes and personal response  x2 Focus on the core text for summarising and retrieval Focus on the narrative extracts for retrieval Focus on the core text for inference and the article for a personal response	and the core text for a personal response  x2 Focus on the core text for summarising and retrieval Focus on the narrative extract for sequencing Focus on the riddles for inference Focus on the narrative extract, riddles and core text for a personal response	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  x2 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	core text for a personal response  x2 Focus on the core text for retrieval and summarising Focus on the narrative for sequencing Focus on the descriptive text for inference and the core text for a personal response	explore connecting themes  x2 Focus on core text and non-chronological report for different types of retrieval: recalling the main points, language and scanning to obtain specific facts Focus on the core text and diary extract for identifying and developing empathy with a character's behaviour and feelings	text to use evidence to explain a character's actions Focus on the poem to explore common themes Focus on the core text for prediction and retrieval Focus on a recipe for recall and retrieval Focus on descriptions to infer a location Focus on the core text for personal response
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English	Strong start: sentence composition x1.5	Poems developing vocabulary x1	Character description x2	Recount from personal experience *Trip x2	Formal invitations x2	Simple retelling of a narrative x3
	Character description x2	Stories from other cultures *Geography: compare Nairobi VS London x3	Non-chronological reports *Science: everyday materials x3	Stories from other cultures x3	Non-chronological reports *Science: plants x3	Recount from personal experience *Geography: local study/educational visit x2
	Simple retelling of a narrative x3	Formal invitations x2	Poetry on a theme (humorous) x1			Poems developing vocabulary x1
	<i>/Apostrophes, tense, nouns, formation of adjectives, expanded noun phrases, statement, command, questions, exclamation</i>					
	<i>/Commas to separate a list, past progressive and present progressive tense, Suffixes: -er and -est in adjectives, use of -ly to turn adjectives into verbs, synonyms and antonyms</i>					
Mathematics	<u>Place Value</u> x4		<u>Multiplication and division</u> x4		<u>Fractions</u> x3	
	Number to 20 Counting objects to 100 by making 10’s Recognising 10’s and 1’s Partitioning numbers to 100 Writing numbers to 100 in words Using expanded form 10’s on the number line to 100 Estimating numbers on a number line Compare objects and numbers Order objects and numbers Count in 2’s, 3’s, 5’s and 10’s		Recognise, make and add equal groups Intro the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping and sharing 2 times tables Diving by 2 Doubling and halving Odd and even numbers 10 times-table Divide by 10 5 times-table		Intro to parts and whole Equal and unequal parts Recognise and find a half Recognise and find a quarter Recognise and find a third Find a whole Unit and non-unit fractions Recognise the equivalence of a half and two quarters Recognise and find three quarters Count in fractions upto a whole	



	<u>Addition and Subtraction</u> x5 Bonds to 10 Fact families Related facts Bonds to 100 (tens) Add and subtract 1's Add by making 10 Add three 1-digit numbers Add to the next 10 Add and subtract across a 10 Subtract from 1 10 Subtract a 1-digit number from a 2-digit number 10 more and less Add and subtract 10's Add two 2-digit numbers Subtract two 2-digit numbers Mixed addition and subtraction Compare number sentences Missing number problems <u>Shape</u> x3 Recognise 2-D and 3-D shapes Counting sides and vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Sort 2-D shapes Count faces and edges and vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes	Divide by 5 <u>Money</u> x2 Count money Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems <u>Length and height</u> x2 Measure in cm and m Compare lengths and heights Order lengths and heights Four operations with length and heights <u>Mass, capacity and temperature</u> x3 Compare mass Measure in g and kg Four operations with mass Compare volume and capacity Measure in ml and l Four operations with volume and capacity temperature	<u>Time</u> x3 O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day <u>Statistics</u> x2 Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) <u>Position and Direction</u> x2 Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns
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Science	<u>Living things</u> x6 Characteristics of living things Vertebrates and invertebrates Plants Classification Habitats	<u>Animals, including humans</u> x6 Animals Change through maturation Needs for survival Food and exercise	<u>Everyday Materials</u> *Non chronological report x6 Materials uses Manipulating materials Absorbency Waterproofing	<u>Plants</u> *Non chronological report (following term) x6 Germination Sprouting Survival Plants around school Healthy or unhealthy	<u>Revisit 1: Living things and their habitats/everyday materials</u> x3 Alive or not Connection with materials: Pet's needs (physical and material) Materials uses Manipulating materials Absorbency Waterproofing	<u>Revisit 2: Plants and animals, including humans</u> x3 Seeds and bulbs growth Plant health .
History	<u>Events beyond living memory: The Great Fire of London</u> (A2) x6 Concepts: City, Monarchy, King, Merchant, Parliament, Society, Religion When was the Great Fire of London? How did the fire start? Why did the fire spread so quickly? Where did the fire spread to? How do we know about the Great Fire of London? What effect did the fire have on London? As a consequence of the fire, what changes were made to London?	<u>Significant historical events, people and places in their own locality</u> (S2) x6 Concepts: Society, Trade, Church, Settlement What is Croydon like today? When was Surrey St Market opened and what was it used for? When did the railway arrive in Croydon and why was this important? Where and when did Croydon have hospitals and prisons?	<u>Events beyond living memory: Flight</u> (S2) x6 In what different ways have humans attempted to fly? What is the oldest successful way of flying? Who invented the aeroplane? What were early planes like? How has air transport changed? How has air travel changed modern life?			



Geography	<u>Local Area Study: Human and Physical Features (A1) x3</u> What are human features? What are physical features? What features does our local areas have? <u>Compare a small part of the UK and a contrasting Non-European country: London and Nairobi (A1) x3</u> *Stories from other cultures What are the countries and capital cities of the UK? Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi? How are London and Nairobi similar? How are London and Nairobi different?	<u>Fieldwork, mapping, and position (S1) x6</u> How do we describe places? What human features does this place have? How can we show what a place is like? How does the scale of map tell us what the area around the school is like?	<u>Study a small area of a contrasting non-European country: UK vs Amazon (S1) x6</u> *Recount from personal experience – local study Yanomami people of the rainforest. Where are the rainforests? What are they like? How do the Yanomami people live? What is different? What is different about my location and the Yanomami?
Art	<u>Painting (A2)</u> Exploration of materials Explicit teaching of techniques Application of knowledge and techniques Colour and line can be used to show mood, movement and feelings Select colours and painting tools Make painted marks to express feelings	<u>Textiles & collage (S1)</u> Applying skills and techniques Explicit teaching of techniques and exploring materials Explicit teaching of techniques and artform	<u>Creative response (S2)</u> Reconstructed paintings are made using images (and materials) that were originally part of something else Select appropriate pre-used images, colours and textures to create a new picture
DT	<u>Food & Nutrition (A1)</u>	<u>Understanding materials (S2)</u>	<u>Structures (S1)</u>



	What does healthy mean? Why vegetables are so important to our health What processed foods are Prepare a range of salad vegetables Shape and season a bread snack	How can you waterproof a hat? Materials can be modified to become waterproof Origami comes from the Japanese words: ori – folding and kami – paper Make paper waterproof Transform flat paper by folding and creasing to form a hat	How strong is a piece of paper? Paper becomes stronger when it is folded A load is the amount of weight a structure must carry Fold paper to increase strength and stability Test and record how much weight paper can hold
Music	<u>Focus: Call and Response; Musical Me</u> Children will be able to: Use voices expressively (correct pitch) when singing. Use tempo, dynamics, and timbre in composition. Play in time with their group. Use instruments appropriately. Sing/play a call and response. Perform composition, either on instruments or body percussion.	<u>Focus: Musical Me: rhythm and song; emotions using voices; dynamics and timbre in compositions and melodies.</u> Children will be able to: Sing melody accurately while playing instrument in time. Show a range of emotions using voice. Describe dynamics and timbre of pieces. play an un/known melody from letter notation with correct rhythms. Compose and perform using different dynamic levels and timbres.	<u>Focus: Orchestral Instruments</u> Children will be able to: Talk about instruments in the orchestra-identifying. Analyse how music can convey different moods. Plan and perform a story through music, using understanding of dynamics, timbre and tempo.
Computing	<u>Computer Science: coding</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <u>Computer Science: computational thinking</u> Understand what algorithms are; how they are implemented as programs on digital devices; and	<u>Information Technology: creativity</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of mation technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. <u>Digital Literacy : online safety</u>	<u>Information Technology: media</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. <u>Information Technology: data</u>



	that programs execute them by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.	
Spanish	Sports & hobbies I can & I can't Crafts & tools The zoo & fairground		Fruits & vegetables Breakfast & lunch		Stories	
PE	<u>Invasion Games</u> Moving with the ball Space Catching Passing Attack Teamwork Skills Games Tactical awareness Strategy Decision making	<u>Ball Skills</u> Rolling Sliding the ball Control Ball familiarisation Bouncing skills Underarm Overarm Accuracy Receiving skills Stopping skills Catching Striking a ball Games	<u>Gymnastics</u> Basic shapes Travelling Directions Speeds Linking Mirroring Pencil roll Balances Landing Jumps from height Teddy bear roll Half turn Full turn Sequences	<u>Football</u> Dribbling Passing Passing and moving Shooting Control Matches	<u>Athletics</u> Basic movements Running Balancing Different speeds Jumping Jumping over obstacles Throwing Jumping with height & distance	<u>Striking and Fielding</u> Hand-eye co-ordination Fielding techniques Striking a ball with a bat Combine skills Matches
Sanskrit	Throat family letters 'Places' topic	Soft-Palate family letters 'Places' topic	Hard-Palate family letters	Teeth family letters 'Household Items' topic	Lips family letters 'Food' topic	Devanagari Consonant revision 'Food' topic



			'Household Items' topic			
Yoga	<u>Mooladhara, Root</u> Practise various asanas to build strong stability and balance the foundation chakra. Practise Chandra Namaskar flow (L2) concentrates on the variation pose- Utkatasana to link with the qualities of Radharani- the mood of empathy. Participate in the pastimes of Dhruv inline with asanas, mind management to calm the bodies and relax the nervous systems for self- discipline. Practise Matsyasana to balance the function of thyroid glands Experience moments of stillness and absorption in the Damodara's prayers, Verses 1 & 2. Practise Ganesh mudra to improve the	<u>Swadhisthana, Creativity</u> Practise various asanas in standing, sitting, prone and supine to balance the creativity chakra. Practise 2 cycles of Surya Namaskar with 2 chanting of the 12 mantras, to improve blood circulations, mental and physical strength. Practise eye yoga to improve and maintain eyesight. Practise Laughter Yoga to link with the interest of Mathematics. Practise rainbow visualisation meditation to relax and improve creativity, for example in writing Practise and remember the names of the mudras- Shunya and Shankh to improve hearing and	<u>Solar, Manipura</u> 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,	<u>Heart, Anahata</u> 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,	Narasimha immunity pranayama (L1) Crown chakra asanas Eye Yoga Sarvangasana Anahata chakra asanas flow Gratitude meditation	



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	coordination of the breathing process	cultivate team leadership qualities.	Prithvi hand mudras to release unfavourable emotions and to improve concentration.		
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PRE	<u>Empathy: I care...for others</u> Recognize and distinguish different feelings (pleasant). Explain and give examples of different feelings related to sensual stimuli. Understand the feelings of characters in stories.	<u>Self-discipline :Food glorious food!</u> Explore and research how different cultures 'use' food in their cultural traditions Develop vocabulary in relationship to various 'tastes' Discuss the reasons for and against vegetarianism and to understand why Vaishnavas choose to be vegetarians Discuss and understand the different types of choices we have e.g. what do we eat Understand and explore the benefits of a vegetarian diet and compassion for animals. Explain the role and importance of the cow and bull in the Chaitanya tradition and how these	<u>Respect: We are all part of a higher force</u> Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of God. Know that the world around us is part of Krishna's energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources. Know and be able to summarise the plot and main characters of the Ramayana. Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata. Explore the messages of the Elephant (RE6) and the Mountain (RE5).	<u>Integrity :Our best friend</u> Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of God. Know that the world around us is part of Krishna's energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources. Know and be able to summarise the plot and main characters of the Ramayana. Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata. Explore the messages of the Elephant (RE6) and the Mountain (RE5).	<u>Courage: Pilgrimage and building faith</u> Define journeys, pilgrimage courage and faith using related terms Explore, meaning of Journey, pilgrimage, courage. Explain the importance of courage as described in the Gita, Krishna stories and journeys. Discuss fear, courage and other feelings in relation to their own lives, experiences and journeys and explore how it's okay, and indeed necessary, to make mistakes as we learn. Understand special significance of Vrindavan, Mathura... as holy places or pilgrimage Apply their understanding of courage, gratitude, places of pilgrimages to attempt new tasks	<u>Gratitude :Our journey!</u> Explain the meaning of being grateful. Evaluate and explain how gratitude can help in making a spiritual journey using the example of Akrura's visit to Vrindavan. Explain where and why people visit different holy places around the world. Understand the special significance of Mayapur, Mathura and Dwarka as holy places of pilgrimage. Explore the meaning of a journey and be able to explain, in their own words, the meaning of a 'spiritual journey'. Prepare a plan for a journey to their chosen holy place.
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		principles impact on diet choices.	Organise and apply knowledge about the skills to work together collaboratively for a shared goal. Understand the nature of bullying and explore ways to combat bullying	Organise and apply knowledge about the skills to work together collaboratively for a shared goal.	with a bold, positive attitude, confident that Krishna loves and protects us. Compare journeys and spiritual journeys	
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PSHE	<u>Me and my Relationships</u> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	<u>Valuing Difference</u> Being kind and helping others Celebrating difference People who help us Listening Skills	<u>Keeping Safe</u> Safe and unsafe secrets Appropriate touch Medicine safety	<u>Rights and Respect</u> Self-regulation Online safety Looking after money – saving and spending	<u>Being my Best</u> Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<u>Growing and Changing</u> Life cycles Dealing with loss Being supportive Growing and changing Privacy
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