

Year 2 Curriculum Guide

2025-2026



James Allen's Junior School

INTRODUCTION

Dear Parents,

The girls at the Pre-Prep follow a broad curriculum which consists of Literacy, Maths, Science, French, History, Geography, Music, Art and Design Technology, Computing, Religious Education, Physical Education and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

It is part of our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered at the Pre-Prep, both within the classroom and beyond, has the following aims:

- To encourage all pupils to develop their full potential by stimulating their intellectual curiosity, enthusiasm and imagination.
- To promote excellence in academic, creative and athletic endeavours.
- To teach the value of integrity, morality and a concern for others.
- To enhance pupils' appreciation of their own and other cultures.
- To develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society.
- To create an atmosphere of happiness and warmth in which children are motivated to work and play to the best of their abilities.
- To offer a broad, balanced curriculum, based upon the Foundation Stage and National Curriculum.

This booklet has been produced to give you an overview of the curriculum that your daughter will study this year.

Warm regards,

A handwritten signature in black ink that reads "Elizabeth Channon". The signature is written in a cursive style and is underlined with a single horizontal line.

MRS ELIZABETH CHANNON
HEAD OF PRE-PREP

YEAR 2 ORGANISATION

ARRIVING IN THE MORNING

The school opens at 8.30am allowing your daughter time to settle in the classroom before registration at 8.40am and the start of the school day. Every morning, each Year 2 classroom displays a schedule which gives the instructions for the day. It is important for the girls to be responsible for reading and following the instructions.

SCHOOL PLANNERS

In Year 2, we check the School Planners every day. Please use them not only as a record of reading, but also to communicate other relevant information e.g. a change in after-school collection arrangements. Should you wish to speak to the Year 2 staff, we would always encourage you to do so. Please email the school office at pre-prep@jags.org.uk or arrange a mutually convenient time through messaging in the School Planner. You can also email the Class Teachers at kate.ma@jags.org.uk, daniel.earnshaw@jags.org.uk or faith.peachey@jags.org.uk

WATER BOTTLES

Your daughter will bring her water bottle home for cleaning and refilling each day.

LIBRARY

The girls have a library session once a week. Please ensure that the previous week's book is returned so that another can be borrowed.

COPSE VISITS

During the year, the girls may visit the copse area at the Senior School to promote science and nature activities.

SWIMMING

Once a week the girls will have a swimming lesson at our pool. Please ensure that your daughter brings her swimming kit to school. If she is unable to swim due to ill health, an email is required addressed to the Head of the Pre-Prep at pre-prep@jags.org.uk

COMPUTING

The girls have weekly access to Computing in the classroom or at the Prep School through cross-curricular activities, via the use of, iPads and other resources.

PE

The girls are expected to come to school in their blue shirt, blue shorts or tracksuit bottoms, red sweatshirt, blue ankle socks and plain white Velcro trainers on the days on which PE is taught. For safety reasons, if your daughter wears earrings, it is strongly recommended that these are removed on days when she has PE or be securely taped, before she arrives at school. PE lessons will take place twice a week.

PARENT ASSEMBLIES

The girls participate in one Class Assembly and one French Assembly during the course of the year. Parents are warmly invited, and all information will be in the weekly Newsflash.

HOUSE POINTS

All girls at the Junior School are divided into Houses. These are Clarke, Desenfans, Holst and Bettany. The girls compete in their Houses on our annual Sports Day and during our annual Inter-House Fun Swim. In addition, the girls in Year 2 receive House Points for teamwork, kindness, helpfulness, effort and attainment. The House Points are collected each term, and the House Point Cup is awarded to the winning House.

ECO GROUPS

The girls will participate in half class eco groups. These sessions take place in the playground and sensory garden. They provide an opportunity for the girls to do gardening and to engage in a range of Forest School activities.

HOME LEARNING AT THE PRE-PREP

The girls in Year 2 are expected to continue reading for 10 to 15 minutes a day. As the girls' fluency improves, the emphasis at home shifts to reading comprehension and detailed discussion and prediction of the text. No holiday home learning is set at the Pre-Prep. Parents will receive suggestions of other activities that their daughters can do on a termly basis, related to their topic, science, maths or literacy. These suggestions will include websites they can access, places to visit and craft activities. Girls (with parental guidance) are free to choose as many or as few of these to do at home. There is no expectation to carry out any of these suggestions – they are optional. The girls may bring anything they have done/made at home into school to share if they wish.

THE IMPORTANCE OF PLAY AND DOWNTIME

The girls at the Pre-Prep are still very young and it is important that they are able to continue to develop their creativity and imagination through play. Research shows that children develop so many lifelong skills through play - both on their own and with family, and we firmly believe this at the Pre-Prep. The girls have very long days at school and it is important that they have 'downtime' at home, time to play and that they have a good night's sleep, so as to be refreshed and ready for the new school day.

OPTIONAL ONLINE MATHS LEARNING

Your daughter will bring home a username label in her Home Planner. This will give her access to the following online learning apps:

1. **DoodleMaths**

DoodleMaths creates a personalised work programme based on your daughter's individual strengths and areas for development. It aims to build confidence and ability in maths through short, regular practice sessions.

2. **NumBots and Times Tables Rock Stars (TTRS)**

- **NumBots** focuses on helping children improve their understanding of number bonds, addition and subtraction — key foundations in maths.
- **Times Tables Rock Stars** is available for pupils in Year 2, using the same login as NumBots. It supports rapid recall of multiplication and division facts in a fun, engaging way.

These platforms are designed to support your child's learning in a fun and interactive way. However, **they are not compulsory homework activities** — simply an optional resource to use at home.

HELPFUL HINTS FOR YEAR 2 HOME LEARNING

LANGUAGE - READING

Many of the girls in Year 2 are beginning to read longer books, so they may not need to change their books as frequently as in Year 1. Similarly, it is unrealistic to expect them to read the whole book aloud. You may hear them read a page to check on expression and understanding and then they can continue alone. In addition, you can read a few pages to your daughter to keep up the pace of the story.

Please let us know what your daughter has read by writing the book title and page reached in their School Planner. You may also write a comment here if you wish. The reading book and School Planner should be in their book bag every day. On completion of their book, the book will be changed in class, and we ask parents to ensure that it is in your daughter's book bag each day in case we read with them in class.

There is an increasing emphasis on interpreting meaning which is not always explicit in Year 2 (inference and deduction). Inference is an interpretation that goes beyond the literal information given and deduction is an understanding based on the evidence given in the text.

Questions that can support your daughter building her inference and deduction skills when reading together are:

- What words make you think that? Why?
- Can you explain why...? What is the problem?
- At the end of the story the main character is feeling ...? How can you tell?
- What does this tell you about what ...was thinking?
- Do you think this is true/untrue? Why do you think this?
- Predict what you think is going to happen next. Why do you think this?
- From what you have read, can you tell me what you feel about?
- Who would you like to meet most in the story? Why?
- What is your opinion? What did you like/dislike about the story?
- What lesson did the character learn? Can you find pages in the book to show me?

The following decoding strategies are useful when supporting your daughter reading.

Decoding Strategies			
Use the Picture Clues Look at the pictures on the page for clues about how to decode the word. 	Say the First Sound Say the first sound in the word and try to predict what the word might be. jumping	Blend the Sounds Say each sound within the word and blend them together. c-l-ou-d b-l-ow-n au-th-or	Think about Similar Words Look carefully at the word. Is it similar to any other words you know? landing banding standing
Spot the Common Exception Words Look out for any common exception words you know before reading the sentence. for ever some one a loud	Look for Smaller Words Look for smaller words within longer words. for ever some one a loud	Split the Word into Chunks Split the word up into chunks that you can already decode. Sat-ur-day for-get-ful blan-ket	Read On Read on to the end of the sentence. Think about a word that could make sense in the sentence. twinkl

WRITING

The programmes of study for writing in Year 2 are:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

PHONICS

Phonics is taught throughout the week with revision of Phases 2 – 5 and a focus on learning how to read and spell prefixes, suffixes, homophones and contracted words.

At the Pre-Prep we use a phonic scheme called Little Wandle. This complete phonics programme draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

If you would like to find out more about this scheme or how to support your daughter to learn phonics please visit the website www.littlewandle.org.uk

If you click on the 'for parents' tab this will give you the opportunity to access helpful video clips, and factsheets

HINTS FOR LEARNING SPELLING

To support the girls in school with learning complex spelling rules, they are taught to recognise the phonemes through the Letters and Sounds programme. Most words can be broken down into these recognisable phonemes e.g. m-or-n-i-ng, ch-ur-ch.

There are various ways to support the learning of spellings:

LOOK SAY COVER WRITE CHECK method:

- LOOK at the word. Pay attention not just to the letters and their order, but also the shape the word makes on the page.
- SAY the word both as you would usually say it, and then again enunciating any silent letters, eg Wed-nes-day.
- SAY the word
- COVER the word
- WRITE the word
- CHECK the word and use in a sentence.

MNEMONICS can be used to help your daughter remember irregular spellings. e.g. B E C A U S E – big elephants can always understand small elephants. The Pre-Prep uses a spelling app called Sir Linkalot, which supports the memorising of tricky word spelling. Details of how to access the app will be provided for your daughter to use at home in September.

BUILD A PYRAMID: Make a pyramid using the letters in the word:

W
WO
WOR
WORD
WORDS

Phase 6 Phonics Spelling Rules and Words

Phase 6 introduces new spelling rules and conventions, especially those concerning the addition of prefixes and suffixes to change the meaning or purpose of a word.

Prefixes

Prefix	Meaning	Example
un-	not, reversal of	unlucky, unhappy
bi-	two	bicycle, bivalve
dis-	not, reverse, opposite	disappointed, disagree
mis-	wrong	misunderstand, misspell
pre-	before	prefix, prepay
re-	again	review, remake
sub-	under, below	submarine, substandard
tri-	three	triangle, tricycle
pro-	for	proclaim, proactive

Words do not change their spelling when a prefix is added, but children need to make sure they spell the prefix itself correctly, and also do not change the spelling of the root word. For example:

mis + spell → misspell (not mispell)

dis + appoint → disappoint (not dissappoint)

Suffixes

Suffix	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Many words do not change when a suffix is added, but others do:

- Words that end with vowel + consonant — double the last letter before adding suffixes that begin with a vowel such as -ed, -ing and -est,
e.g. fit - fitter - fittest
bat - batted - batting
Don't double the last letter if the suffix begins with a consonant,
e.g. bat - bats
fit - fitness
- Words that end with consonant + 'y' — the 'y' becomes 'i' or 'ie' before the suffix is added,
e.g. puppy - puppies
happy - happiness
lucky - luckier - luckiest
fry - fried
- Words that end with vowel + y do not change,
e.g. monkey - monkeys
enjoy - enjoying
- Words that end with x, zz, ch, tch, sh — add -es to make a plural,
e.g. fox - foxes
wish - wishes

Contracted Forms

Children need to learn not only how to spell the contracted form of the word, but also how to correctly place the apostrophe to represent the missing letters. (This is not an exhaustive list.)

Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Homophones

This is not an exhaustive list, but these are the more common words children are likely to come across. Further homophones are taught as children progress through school.

Homophones
be/bee
bear/bare
blew/blue
hear/here
knight/night
one/won
quite/quiet
see/sea
son/sun
to/two/too
there/their/they're

Year 2 Common Exception Words

door	child	cold	pretty	grass	improve	whole	half
floor	children	gold	beautiful	pass	sure	any	money
poor	wild	hold	after	plant	sugar	many	Mr
because	climb	told	fast	path	eye	clothes	Mrs
find	most	every	last	bath	could	busy	parents
kind	only	great	past	hour	should	people	Christmas
mind	both	break	father	move	would	water	everybody
behind	old	steak	class	prove	who	again	even

HANDWRITING

The Pre-Prep uses the Hemispheres Think Write scheme to teach handwriting. In Reception the girls are taught how to form letters using the pre-cursive method (e.g. all the letters start in the same place) and the girls are then be taught to join the letters together. The scheme teaches children the cognitive, motor and visual skills that support the distinct qualities of handwriting:

- legibility,
- form (cursive) size,
- spatial placement,
- directionality.

Beginning with the 'Getting Ready for Writing' stage, movement and games establish the necessary cognitive framework, building the eye hand co-ordination and pre-writing skills. From there, letter formation is the focus before moving on to building the knowledge for joining letters together to establish automatic writing and to be able to write with fluency and speed.

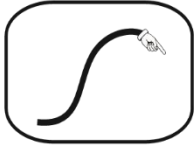
The lead-in lines:



Tall Up Swing

The tall up swing is used when joining onto a Harriet the Cow letter such as:

l h t b k f



Up and Over Swing

The up and over swing is used when joining onto Georgia the Pig letters, but be careful as some Georgia the Pig letters join onto the next letter at the helicopter line, known as the 'dip line'.

o a d g q s c



Short Up Swing

The short up swing is used to join onto all of Rupert the White Sheep letters such as:

i r n m u j p y



Unusual Short Up Swing

A usual short up swing is used to join on to Zac the Grey Sheep letters. Whilst it starts off looking like the up swing, the line moves into a horizontal or a diagonal line, not a vertical line.

e N W X Z



The lead-OUT line:



The Dip

The dip is a line which comes after some letters, to join them onto the next one. When using this line you do NOT go back to the grass but start the next letter from the helicopter line.

o r N W X



MATHEMATICS – MATHS STRATEGIES

During the course of Year 2, we continue to use the White Rose mathematic scheme. We encourage your daughter to use a range of strategies to solve mathematical problems. It is important that she realises that there are many different ways to solve a problem, rather than one 'correct' method. As the year progresses, a thorough understanding of place value is fundamental to these strategies, as illustrated below.

MENTAL STRATEGIES

We teach mental strategies to aid computation.

e.g. 1. $36 + 9 \Rightarrow 36 + 10 = 46$
Take away 1 = 45

2. $45 - 11 \Rightarrow 45 - 10 = 35$
Take away 1 = 34

3. Partitioning into tens and ones:

$$\begin{array}{r} 52 + 34 = \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 50 + 30 \quad \quad \quad 2 + 4 \\ = 80 \quad \quad \quad + \quad \quad 6 \quad = 86 \end{array}$$

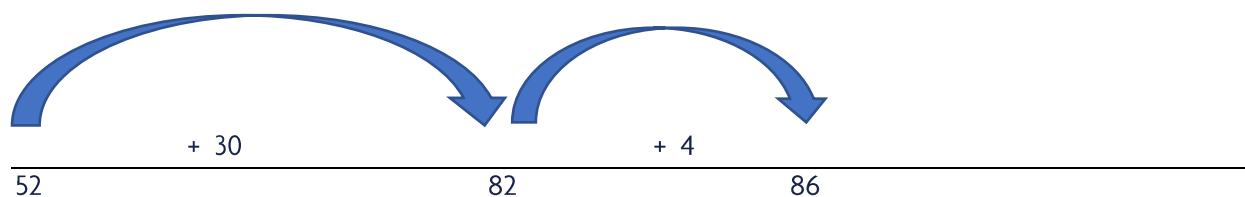
4. Near Doubles: $12 + 13 = (\text{Double } 12 + 1)$

5. Number Bonds to 10, 20 and 100: $6 + 4 = 10$
 $16 + 4 = 20$
 $96 + 4 = 100$

WRITTEN STRATEGIES FOR ADDITION

We teach mental strategies to aid computation.

- Number Line – adding tens and ones:
 $52 + 34$

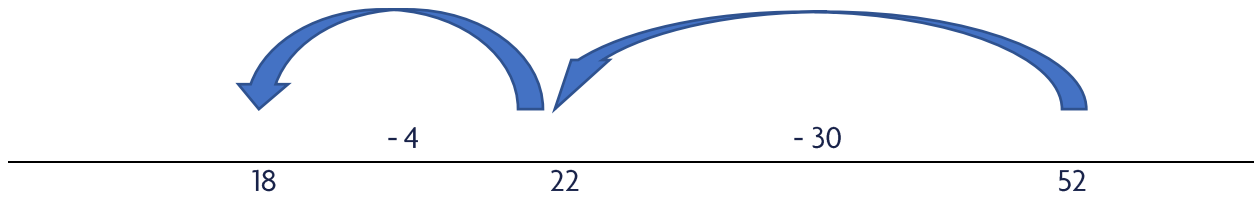


- Column Addition – adding ones and then tens:

$$\begin{array}{r} \text{T U} \\ 52 \\ + 39 \\ \hline 91 \\ 1 \end{array}$$

WRITTEN STRATEGIES FOR SUBTRACTION

- Number Line
52 - 34



- Column Subtraction

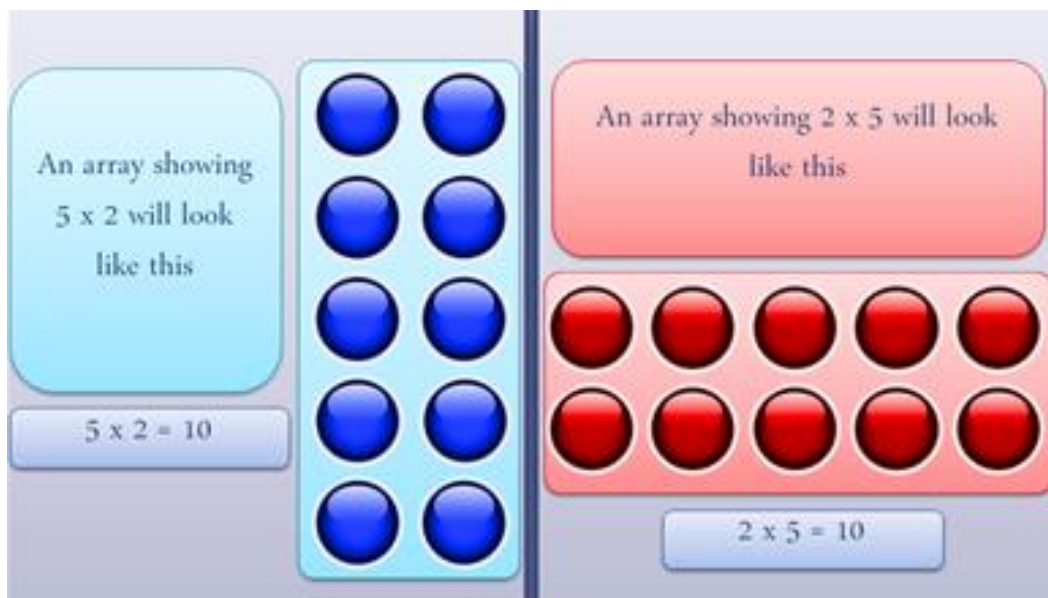
$$\begin{array}{r} \text{T U} \\ 4 \cancel{5} 12 \\ - 34 \\ \hline 18 \\ \hline \end{array}$$

TIMES TABLES

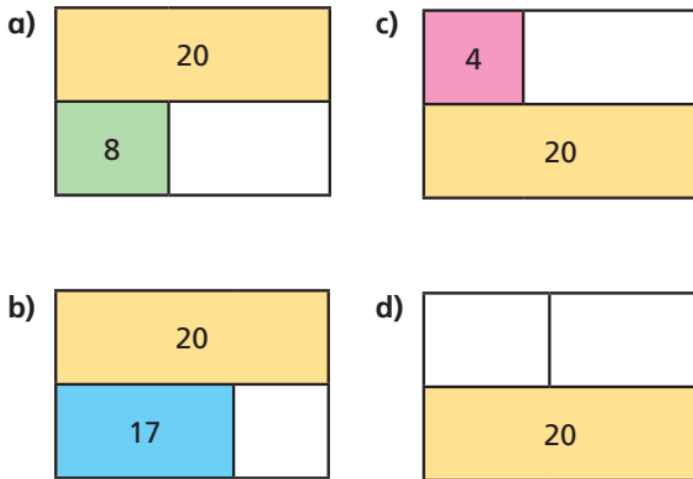
The girls will be encouraged to learn their times tables at school and home and will progress through them at their own pace. Recall of timetables is a very useful skill, although the focus at this stage is on application.

VOCABULARY

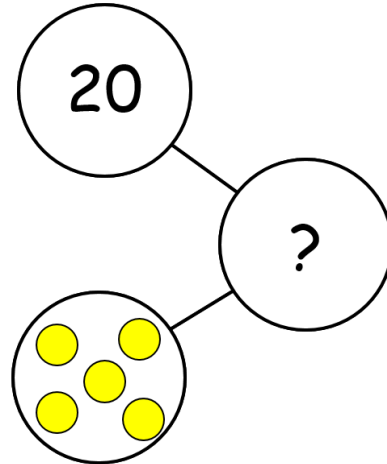
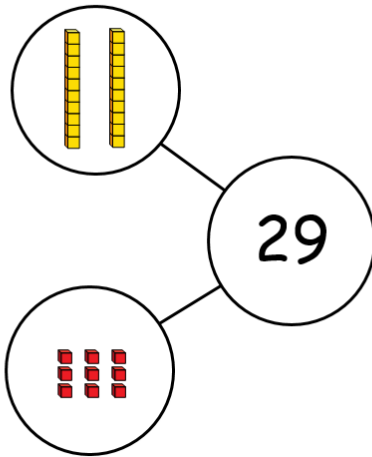
- Partitioning eg. 14 can be partitioned into 10 and 4
- Inverse eg. $5 + \underline{\quad} = 21$ $21 - 5 = 16$
- Array



- Bar Model – The variety of ways in which a number can be made



- Whole-Part model – How a number is made up of tens and ones
 29 is made up of 2 tens and 9 ones. 25 is made up of 2 tens and 5 ones



LEARNING ENRICHMENT

Learning Enrichment is given on the recommendation of the Class Teachers, and in liaison with parents, for girls requiring individual work. This may involve specific support or extension activities for the girls. The basic curriculum areas covered are Reading, Writing, Spelling, Maths and ML sessions for girls who are multi-lingual and where spoken English may not be their first language at home. The sessions are specific to their needs, multi-sensory so that the girls are able to use a combination of visual, auditory and kinaesthetic approaches to reinforce their learning.

The Learning Enrichment Department ('LED') can provide short bursts or longer periods of assistance, either within class or, where necessary, the girls can receive strategies outside the classroom in groups or individually.

The staff are available to advise on the different activities and to discuss the progress of the girls. The staff are also available on Parents' Evening.

MULTILINGUAL PROFICIENCIES ('ML')

In addition to our comprehensive French teaching programme at the Pre-Prep, we actively celebrate the ethnic diversity and other additional languages spoken by our pupils and their families.

A form for girls new to the school is given to parents, so that you can let us know whether your daughter has access to a language other than English in your family. We encourage parents to fully develop their daughter's ability in their home language both as a lifelong skill and to support acquisition of English. We also provide opportunities for pupils to share their experiences of world cultures and their additional language skills.

The Pre-Prep has a specialist support for our multilingual girls who are developing their English as an additional language for learning. This may take place in the classroom or in a small group environment. Class teachers, together with the LED, identify pupils for whom this is appropriate. Please feel free to discuss any concerns you may have with class teachers, the French teachers or the LED teachers.



WELL-BEING THROUGH ARTS AND PLAY

These sessions are tailored to meet individual needs. They aim to help the girls with concentration, listening skills, confidence, creativity, self-expression or social and emotional issues. Miss Adjei is a teacher and practitioner who has developed a programme for girls at the Pre-Prep to help them enhance their learning both in and out of the classroom.

YEAR 2 PLAN

AUTUMN TERM 1

TOPIC: London (Geography)

1. The United Kingdom
2. Compass and mapping skills
3. Landmarks of London
4. School Trip to the London Eye

SCIENCE: Use of Everyday Materials

1. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
3. Work scientifically to perform simple tests

RELIGIOUS EDUCATION: Believing

What did Jesus teach? Is it possible to be kind to everyone all of the time? Christianity.

PSHE: Being me in my world

PE: (1 & 2)

Games Activities

Introduction to basic principles of netball (through Buzzer stage Bee Netball), football & hockey

Pupil will develop a range of skills independently and with others to:

Develop social skills & co-operation through movement & physical literacy

- Continuing development of physical literacy with focus on object control and controlled movement
- Develop movement and balance before progressing onto looking for another space
- Developing skills around sending and receiving of objects & working and communicating in a small group
- To introduce shooting / aiming for a target whilst developing decision making skills
- To improve children's locomotion skills, particularly running whilst also helping their knowledge and understanding of the rules

Gymnastics

The pupils will create controlled sequences with changes of shape and action, working independently and with a partner. They will create sequences and movement patterns which show the use of body shapes, travelling in different directions / along different pathways, linking actions smoothly, using imagination and creativity. They will also be making simple judgments about their own and others' performance.

SWIMMING (all terms)

The most successful way for girls to learn to swim is through fun and games. Games are an ideal way for children to develop and even help to combine one skill with another. They also support the process of building on techniques.

FRENCH (all terms)

French continues to be taught 'in immersion' and there are three 35-minute lessons per week: groups, singing and games. However, after Christmas, we introduce learning 'in full immersion' and the girls aim to use French only in lessons. This is to encourage them to become more active and independent speakers.

The focus remains on using practical activities and games. The girls learn to use longer sentences, descriptions, opinions as well as a variety of questions and answers. They will continue to develop their writing and reading skills in the target language by completing short tasks in their French books. The songs are either traditional nursery rhymes or songs based on topics covered in groups. In French Games, the girls will continue to learn practical language and learn to give and follow instructions. Both Year 2 classes present a French assembly in the Autumn Term.

As well as French, the girls are also encouraged to use other languages, share and demonstrate their knowledge in and out of the classroom. The Year 2 topics are: food, restaurant menus, hobbies, opinions, months and seasons, when is your birthday, numbers to 100, euros, shopping, the alphabet and the French cursive handwriting.

MUSIC (all terms)

Music at the Pre-Prep is taught as a practical subject, with activities including performing, composing, listening and appraising. Pupils will learn to play classroom instruments, ukuleles and string instruments with increasing skill and control of the elements of music; they will build up a bank of songs and will be introduced to a variety of music from around the world, of different genres and from different time periods. They will learn about standard notation and how to use this to read and play simple rhythms and pitches.

The children will explore the basic elements of music such as: rhythm, texture, timbre, pitch, dynamics and structure. Activities will include:

- Playing rhythms by ear and from simple notation
- Improvising and composing rhythms
- Playing rhythms in different combinations as an ensemble
- Songs with two parts, topic songs and those for Harvest, Christmas, Easter and Founder's Day
- Composing music in response to different stimuli (poems, stories, pictures, nursery rhymes).

DRAMA (all terms)

All the children in Year 2 have a weekly drama lesson. These lessons are designed to enhance their confidence and introduce them to some basic acting skills. Through teaching drama, we aim to encourage and develop:

- creativity
- sensitivity
- listening skills
- communication skills - verbal and non-verbal
- physical awareness
- spatial awareness
- teamwork
- appraisal skills
- lasting enjoyment of drama

AUTUMN TERM 2

TOPIC: London in the Past (History)

1. The Great Fire of London
2. Samuel Pepys' Diary
3. National Archives' Great Fire of London Workshop

SCIENCE: Uses of Everyday Materials

1. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
3. Work scientifically to perform simple tests

RELIGIOUS EDUCATION: Christmas – Jesus as a gift from God.

Why did God give Jesus to the world? Christianity.

PSHE: Celebrating Difference

AUTUMN EVENTS

PARENTS' EVENING	4.00 – 6.00pm Tuesday 30 September
	5.00 – 7.00pm Wednesday 8 October
MATHS WEEK	13 - 17 October
VISIT TO THE LONDON EYE'	24 September
CAROL CONCERT	2.00-3.00pm tbc
	Vaughan Williams Auditorium

SPRING TERM 1

TOPIC: Oceans of the World

1. Oceans of the World
2. Ocean Habitats

SCIENCE: Living things and their habitats

1. Compare the differences between things that are living, dead, and things that have never been alive
2. Describe how different habitats provide for the basic needs of different kinds of animals and plants
3. Identify and name a variety of plants and animals in their habitats, including microhabitats
4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

RELIGIOUS EDUCATION:

Passover

How important is it for Jewish people to do what God has asked them to do? Judaism

Prayer at home

Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam.

PSHE: Dreams and Goals

PE: (1 & 2)

Games Activities (Effective Passing)

Pupils will:

1. Explore a range of passing skills.
2. Keep possession as a team in co-operative and competitive situations through small team games such as Bench Ball, Possession Games & Number Football.
3. Describe how their body feels during exercise.

Gymnastics

1. Pupils will build upon the work last term to complete the British Gymnastics Awards Scheme- Level 5.
2. They will create controlled sequences with changes of shape and action, working independently and with a partner.
3. They will also make simple judgments about their own and others' performance

Dance

1. Pupils will learn to develop contrasts in body shape, show control when linking action and recognise the differences between moving, pausing and stopping.
2. Pupils will also learn to demonstrate an awareness of how to work safely in relation to self and others and describe the effects of exercise on the body.
3. Pupils will be able to develop the confidence/ability to perform in front of others.

SPRING TERM 2

TOPIC: Caribbean

1. Caribbean – climate, location, land features on a map
2. Exploring physical and human geography
3. Mapping skills
4. Describe significant individuals from the past

SCIENCE: Plants

1. Observe and describe how seeds and bulbs grow into mature plants
2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

RELIGIOUS EDUCATION: Resurrection

Is it true that Jesus came back to life? Christianity.

PSHE: Healthy Me

SPRING EVENTS

BOOK WEEK

INTER-HOUSE SWIMMING GALA

PARENTS' EVENING

Week beginning 2 March 2025

TBC

4.00 – 6.00pm Tuesday 10 March

5.00 – 7.00pm Wednesday 18 March

SUMMER TERM 1

TOPIC: Our Wonderful World: France and French Art (Geography & History)

1. Where France is in Europe and mapping
2. A study of a variety of French artists; French culture; Travel in France.
3. Describe significant individuals from the past
4. Describe memories and changes that have happened in their lives
5. Understand the similarities and differences between ways of life in different periods

SCIENCE: Animals, including Humans

1. Notice that animals, including humans, have offspring which grow into adults
2. Describe the basic needs of animals, including humans, for survival (water, food and air)

RELIGIOUS EDUCATION:

The Covenant

How special is the relationship Jews have with God? Judaism.

Community and Belonging

Does going to the Mosque give Muslims a sense of belonging? Islam.

PSHE: Relationships

PE: (1 & 2)

Summer Games Activities (Net/Racket Games, Striking/fielding games)

Pupils will:

- Show coordination when developing the skills of stopping and catching a ball within a simple game.
- Play a variety of games to reinforce the skills of throwing, following (tracking), stopping, picking up moving objects, including small balls.
- Work within simple rules and scoring systems.
- Recognise and describe what they and others have done.
- Continue to learn basic rules and apply them in game situations, including scoring.

Athletic Activities:

To develop the fundamental athletics skills

- Throwing
- Running
- Jumping
- Preparation for Sports Day / Fun athletics/ winning and losing

SUMMER TERM 2

TOPIC: Our Wonderful World: France (Geography and History) - continued

SCIENCE: Animals including Humans - continued

RELIGIOUS EDUCATION:

Rites of passage and good works

What is the best way for a Jew to show commitment to God? Judaism.

Hajj

Does completing Hajj make a Muslim a better person? Islam.

PSHE: Changing Me

SUMMER EVENTS

INTER-SCHOOL FUN ATHLETICS

TBC

FRENCH WEEK

Week beginning 18 May

YEAR 2 VISIT TO LILLE

Thursday 21 May

CHARITY DAY

TBC

SPORTS DAY

TBC - Senior School Sports Field

YEAR 2 PLAY

9.15am Tuesday 23 June

9.15am Wednesday 24 June

FOUNDER'S DAY

10.00am-4.00pm Saturday 27 June

(compulsory day for all pupils)



James Allen's Girls' School

Ages 4-18

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