



# Wilkinson Primary School

## Year 2 Newsletter

### England and India - How do they compare?

#### Important dates

##### Half-term:

Monday 26th - Friday 30th May 2025

##### Homework due dates:

9<sup>th</sup> May, 23<sup>rd</sup> May, 13<sup>th</sup> June, 27<sup>th</sup> June, 4<sup>th</sup> July

##### End of Year Reports:

4<sup>th</sup> July

Welcome back Year 2, we hope you've had a lovely Easter break! Throughout the term we will be working hard to provide guidance and resources to support you in every way possible. Here is an overview of the topics that we will be covering over the Summer Term.

#### Art

In art, the children will be studying, discussing and emulating the work of two Indian artists; Nandalal Bose and Malvi Bharmani. The children will experience mono-printing and use a range of mixed media to replicate different forms of Indian art through looking at printing, collage and textiles.

#### Science

The children will be exploring and comparing the differences between things that are living, dead and things that have never been alive. They will identify that most living things live in habitats to which they are suited and learn how to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. The children will 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.

#### Music

In music, the children will be listening to and appraising works by the musician and composer, Camille Saint-Saens, unpicking the reasons for him composing one of his most famous works, 'The March of the Animals'. They will then explore a variety of the instrument families that are used within his compositions and music. The children will then have the opportunity to create their own animal themed composition to perform to their peers.

#### Religious Education

The children will be given an opportunity to discover, experience and reflect on the features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. They will gain a rich knowledge of local places of worship and learn new vocabulary from different religions.

#### Physical Education

In gymnastics, children will be investigating a range of travelling and rolling movements. The children will then combine the skills they have learned over the year to create sequences on the floor and across a range of apparatus. In games, they will learn a variety of ball skills, such as dribbling, passing and defending, and take part in team games.

#### Geography

In geography, the children will be exploring the similarities and differences between England and India.

As part of understanding where these countries are geographically located, they will undertake map work, naming the continents and the oceans of the world.

The children will be comparing how human activity in both contrasting rural and urban areas in both the UK and India are affected by the physical geography of the land. They will study and identify seasonal and daily weather patterns in both the UK and India.

Throughout the topic, the children will use key geographical vocabulary when referring to human features such as locations, dwellings and industry.

They will also experience using the four main compass directions and simple directional language to describe the locations of features and routes on a map.

#### Computing

The children will be creating their own animation in Scratch Junior, creating a simple script to move sprites around a screen. They will use the terms algorithm, bug and debug.

The children will also be creating their own audio book, using their voice expressively to bring the story to life and understanding the basic principles of editing using technology.

#### Design Technology

In design technology, the children will be researching, planning, designing, building and testing their own bridge that is supported enough to be able to carry a heavy load. The children will then evaluate their final product stating whether it met the design criteria or not and if so, what could they do to improve their bridge.