



Year 2 - Autumn 1

	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Gaps
Themed Events/Trips	Seerah Week English Art/DT RE History/Geography Quran Arabic Deen	Seerah Week English Art/DT RE History/Geography Quran Arabic Deen	Seerah Exhibition National Fitness Day	International Day of Sign Language	Black History Month begins	World Space Week World Habitat Day World Homeless Day World Mental Health Day	Adhan Competition Passport Day: We Are Enquirers (Recycle week)
English Reading	Coming to England -Reading and rereading the book -Prediction -Asking questions to improve understanding -To draw inferencing about the characters	Coming to England -Book talk/ like and dislike about the book -Character description -To draw inferencing about the characters	Coming to England -How presentation supports meaning -Discussing illustrations and how these supports understanding by children	Coming to England -Summarise events -Re-tell the story they read	Coming to England -Reading poems -Identifying patterns in a poem	Coming to England -To develop ideas based on an existing poem -To read more poems -To memorise some poems by heart	Assessment
English Writing	-Shared writing (prediction) -Writing questions with correct punctuations	Writing about the book (A book review)	-Thought bubbles of the characters -Discuss characters' feelings	Write an innovated story	-Features of a poem -Rhyming words	-To write a first draft of a poem -To edit the poem they wrote	Assessment
Writing outcomes	-How to write a prediction	-To write a book review	-To create a characters' profile	-To write a story based on Coming to England	-To write their poem	-To publish their poem	Assessment

Deen	<p>Topic: Jibreel teaches us religion</p> <p>L.O: I can explore the events of Jibreel (AS) visit</p>	<p>Topic: Jibreel teaches us religion</p> <p>L.O: I can explore the five pillars of Islam in relation to Angel Jibril's visit.</p>	<p>Topic: Jibreel teaches us religion</p> <p>L.O: I can explore the five pillars of Islam in relation to Angel Jibril's visit.</p>	<p>Topic: Jibril teaches us religion</p> <p>L.O: I can explore the six articles of faith in relation to Angel Jibril's visit.</p>	<p>Topic: Jibril teaches us religion</p> <p>L.O: I can explore the six articles of faith in relation to Angel Jibril's visit.</p>	<p>Topic: Jibril teaches us religion</p> <p>L.O: I can explore the pillar of Ihsaan of faith in relation to Angel Jibril's visit.</p>	<p>Topic: Jibril teaches us religion</p> <p>L.O: I can explore the pillar of Ihsaan of faith in relation to Angel Jibril's visit.</p>
RE	Seerah Exhibition Work	Seerah Exhibition Work	Seerah Exhibition Work	<p>What is Islam?</p> <p>L.O. To understand the core beliefs that Islam holds about God, revelation and both the purpose and destiny of humanity.</p>	<p>What is Islam?</p> <p>L.O. To understand the close integration of believing, behaving and belonging for Muslims.</p>	<p>What is Islam?</p> <p>L.O: To account for the importance of the Five Pillars in governing Islamic life.</p>	<p>What is Islam?</p> <p>L.O: To appreciate the significance of Islamic values such as honesty, submission, respect, peacefulness and charitable activity.</p>
PSHE	<p>Being Me In My World</p> <p>L.O: I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p>	<p>Being Me In My World</p> <p>L.O: I understand the rights and responsibilities for being a member of my class and school</p>	<p>Being Me In My World</p> <p>L.O: I understand the rights and responsibilities for being a member of my class</p>	<p>Being Me In My World</p> <p>L.O: I can listen to other people and contribute my own ideas about rewards and consequences</p>	<p>Being Me In My World</p> <p>L.O: I understand how following the Learning Charter will help me and others learn</p>	<p>Being Me In My World</p> <p>L.O: I can recognise the choices I make and understand the consequences</p>	Consolidation Gaps
Maths	<p>Number Place Value</p> <p>Numbers to 20</p> <p>To count objects to 100 in 10s</p> <p>To recognise tens and ones</p> <p>To use a place value chart</p>	<p>Number Place Value</p> <p>To partition numbers to 100</p> <p>To write numbers to 100 in words</p> <p>To flexibly partition numbers to 100</p> <p>To write numbers to 100 in expanded form</p>	<p>Number Place Value</p> <p>To identify 10s on a number line</p> <p>To recognise 10s and 1s on a number line</p> <p>To estimate numbers on a number line</p> <p>To compare objects</p>	<p>Number Place Value</p> <p>To compare numbers</p> <p>To order objects and numbers</p> <p>To count in 2s, 5s and 10s</p> <p>To count in 3s</p>	<p>End of Block assessment Gaps/Consolidate</p> <p>Addition and Subtraction Bonds to 10</p> <p>Fact families- addition and subtraction within 20</p>	<p>Addition and Subtraction</p> <p>Related facts</p> <p>Bonds to 100(10s)</p> <p>To add and subtract 1s</p> <p>To add by making 10</p>	<p>Addition and Subtraction</p> <p>To add three 1-digit numbers</p> <p>To add to the next 10</p> <p>To add across 10</p> <p>To subtract across 10</p>
Science	<p>Animals, including humans</p> <p>L.O: How do animals change as they get older?</p>	<p>Animals, including humans</p> <p>L.O: How do human body parts change with age?</p>	<p>Animals, including humans</p> <p>L.O: How do human body parts change with age?</p>	<p>Animals, including humans</p> <p>L.O: What do animals need to survive?</p>	<p>Animals, including humans</p> <p>L.O: Why should humans exercise?</p>	<p>Animals, including humans</p> <p>L.O: Why do we eat different types of food?</p>	<p>Animals, including humans</p> <p>L.O: Why do we eat different types of food?</p>

Computing	iSafe L.O: To understand that personal information should only be given to a trusted adult	iProgram1 L.O: To understand algorithms can describe everyday activities and can be followed by humans and computers	iProgram1 L.O: To understand that algorithms are made up of steps, some of which can be repeated	iProgram1 L.O: To understand that algorithms are made up of steps, some of which can be repeated	iProgram1 L.O: To program a simple animation involving movement	iProgram1 L.O: To write a simple program that produces output (text or sound)	iProgram1 L.O: To combine images and text to create a simple animation
Geography	Topic: Would you prefer to live in a hot or cold place? L.O: Where are the continents?	Topic: Would you prefer to live in a hot or cold place? L.O: Where are the coldest places on earth?	Topic: Would you prefer to live in a hot or cold place? L.O: Where is the equator?	Topic: Would you prefer to live in a hot or cold place? L.O: What is life like in a hot place?	Topic: Would you prefer to live in a hot or cold place? L.O: Do we live in a hot or cold place?	Topic: Would you prefer to live in a hot or cold place? L.O: Would you prefer to live in a hot or cold place?	Topic: Would you prefer to live in a hot or cold place? Assessment
Art/DT	Craft and design: Map it out To investigate maps as a stimulus for drawing.	Craft and design: Map it out To learn and apply the steps of the felt-making process	Craft and design: Map it out To experiment with a craft technique to develop an idea	Craft and design: Map it out To develop ideas and apply craft skills when printmaking	Craft and design: Map it out To present artwork and evaluate it against a design brief	Craft and design: Map it out To present artwork and evaluate it against a design brief	Craft and design: Map it out Assessment
Music	Hijra, birth and legacy of the prophet PBU Musical Focus Exploring Beats Singing Using dynamic, pitch and structure and articulation	Hijra, birth and legacy of the prophet PBU Musical Focus Exploring Beats Singing Using dynamic, pitch and structure and articulation	Hijra, birth and legacy of the prophet PBU Musical Focus Exploring Beats Singing Using dynamic, pitch and structure and articulation	Hijra, birth and legacy of the prophet PBU Musical Focus Dynamics - loud and quiet Singing Listen to variety of songs	Hijra, birth and legacy of the prophet PBU Musical Focus Dynamics - loud and quiet Singing Listen to variety of songs	Hijra, birth and legacy of the prophet PBU Musical Focus Pitch	Hijra, birth and legacy of the prophet PBU Musical Focus Pitch
PE	Topic: Fundamentals L.O: To explore static balancing and concepts of bases.	Topic: Fundamentals L.O: To combine several coordination drills using upper and lower body movements.	Topic: Fundamentals L.O: to aim a variety of balls and equipment accurately.	Topic: Fundamentals L.O: to travel in different ways showing clear transitions between movements.	Topic: Fundamentals L.O: To maintain balance when changing direction.	Topic: Fundamentals L.O: To use skills learned in a game.	Consolidation GAPs

Arabic	<p>L.O: To read and write words with the three sound Fatha, Kasra and Dammah.</p> <p>Write their names in Arabic</p>	<p>L.O: To read and write words with the three sound Fatha, Kasra and Dammah</p> <p>Numbers from 10-20</p>	<p>L.O: To read and write words with the three sound Fatha, Kasra and Dammah</p> <p>Body part</p>	<p>Masculine & feminine</p> <p>L.O: To understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine</p> <p>هذا ولد - هذه بنت</p> <p>Learn how to read and write word with three sounds Fatha, Kasra and Dammah.</p>	<p>Masculine & feminine</p> <p>L.O: To understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine</p> <p>هذا كتاب - هذه نقاعة</p> <p>Learn how to read and write word with three sounds Fatha, Kasra and Dammah.</p>	<p>My family</p> <p>L.O: To understand and read out the family member in Arabic and learn when to use (this: هذه هذا)for masculine and feminine</p> <p>هذه أمي - هذا أبي</p> <p>Learn how to read and write word with the long sound sounds Fatha</p>	<p>Assessment & Revision</p>
Quran	<p>Memorisation Surah Az-Zalzala 1-2</p> <p>Revision Al-Fil and Quraish Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Az-Zalzala 4-4</p> <p>Revision Al-Fil and Quraish Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Az-Zalzala 4-6</p> <p>Revision Al-Fil and Quraish Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Az-Zalzala 6-8</p> <p>Revision Al-Masad – Al-Kafiroon Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Az-Zalzala 1-8</p> <p>Revision Al-Masad – Al-Kafiroon Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Al-Bayyinah 1-3</p> <p>Revision Al-Falaq- An-Nas Al-Ikhlās Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>	<p>Memorisation Surah Al-Bayyinah 3-5</p> <p>Revision Al-Faatiha Al-Falaq- An-Nas Al-Ikhlās Reading Al-Qaida book words with the three vowels Fatha, Kasra and Dammah (Spelling)</p>