

|  | Year 2 - Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                             |                                                                          |                                                                                                                                                          |                                                                                 |                               |
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|                                                                                   | Week 1<br>INSET                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week 2                                                      | Week 3                                                                   | Week 4                                                                                                                                                   | Week 5                                                                          | Week 6                        |
| <b>Themed Days</b><br>Year groups to map in trips for Spring 1 & spring 2         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 16 <sup>th</sup> Jan<br>– Isra Wal Mi'raj                   |                                                                          | 1 <sup>st</sup> – 7 <sup>th</sup> Feb – World Interfaith Harmony Week<br>1 <sup>st</sup> Feb World Hijab Day<br>2 <sup>nd</sup> Feb – World Wetlands Day |                                                                                 | 11th Feb – Safer Internet Day |
| <b>English Reading</b>                                                            | Gorilla<br>-Link what they hear or read to own experiences.<br>-Listen to, discuss and express views about books at a level beyond that which they can read independently<br>-Discuss the significance of the title and events<br>-Link what they hear or read to own experiences<br>-Explain understanding of what is read<br>-Discuss the sequence of events in books and how items of information are related<br>-Discuss favourite words and phrases<br>-Answer and ask questions<br>-Predict what might happen on the basis of what has been read<br>-Draw inferences on the basis of what is being said and done<br>-Participate in discussion about what is read, taking turns and listening to others<br>-Express views about reading |                                                             |                                                                          |                                                                                                                                                          |                                                                                 |                               |
| <b>English Writing</b>                                                            | Gorilla<br>-Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally<br>-Sequence sentences to form short narratives<br>-Write for different purposes including fictional personal experiences<br>- evaluate writing to check it makes sense and make simple revisions<br>-Read writing aloud with appropriate intonation to make the meaning clear<br>-Use new and familiar punctuation correctly<br>-Use sentences in different forms<br>-Expand noun phrases to describe and specify<br>-Use past and present tense correctly and consistently-<br>-Use simple conjunctions to link subordinate and co-ordinating clauses                                                                |                                                             |                                                                          |                                                                                                                                                          |                                                                                 |                               |
| <b>Writing Outcomes</b>                                                           | Gorilla<br>-Write a description<br>-Write a letter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |                                                                          |                                                                                                                                                          |                                                                                 |                               |
| <b>Deen</b>                                                                       | Topic: Angels<br><br>L.O: To learn about the creation of the angels and how they differ to us humans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Topic: Angels<br><br>L.O: To learn about the 4 Main angels. | Topic: Prophets<br><br>L.O: To learn what are the roles of the Prophets. | Topic: Prophets<br><br>L.O: To know all the 25 Prophets mentioned in the Quran.                                                                          | Topic: Ramadan<br><br>L.O: To learn why Ramadan is a special month for Muslims. | Assessment Week               |

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| <b>RE</b>        | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To understand that Hinduism is an ancient and complex religious system.</p>                                                | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To recognise that God takes many forms for Hindus.</p>                                     | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To understand that for Hindus divinity is encountered in the natural world.</p>                                                          | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To appreciate the value of stories within Hinduism and the role that these play in Hindu life and belief.</p>                       | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To recognise the important place of karma and dharma within Hinduism.</p>                                                        | <p>Topic: What does it mean to be a Hindu?</p> <p>L.O: To recognise that Hinduism is often referred to as the Sanatana Dharma (the 'eternal tradition')</p> |
| <b>PSHE</b>      | <p>Topic: Dreams and Goals</p> <p>L.O: L.O: I can choose a realistic goal and think about how to achieve it</p>                                                                   | <p>Topic: Dreams and Goals</p> <p>L.O: L.O: I can persevere when I find tasks difficult</p>                                                       | <p>Topic: Dreams and Goals</p> <p>L.O: I can recognise who is easy for me to work with and who it is more difficult for me to work with</p>                                                     | <p>Topic: Dreams and Goals</p> <p>L.O: I can work cooperatively in a group to create an end product</p>                                                                                    | <p>Topic: Dreams and Goals</p> <p>L.O: I can explain some of the ways I worked cooperatively in my group to create the end product</p>                                                  | <p>Topic: Dreams and Goals</p> <p>L.O: I know how to share success with other people</p>                                                                    |
| <b>Maths</b>     | <p>Measurement: Money</p> <p>To count money in pence</p> <p>To count money-pounds (coins and notes)</p> <p>To count money (pounds and pence)</p> <p>To choose notes and coins</p> | <p>Measurement: Money</p> <p>To make the same amount</p> <p>To compare amounts of money</p> <p>To calculate with money</p> <p>To make a pound</p> | <p>Measurement: Money</p> <p>To find change</p> <p>To complete two step problems</p> <p>End of Block Assessment</p> <p>Number: Multiplication and Division</p> <p>To recognise equal groups</p> | <p>Number: Multiplication and Division</p> <p>To make equal groups</p> <p>To add equal groups</p> <p>To introduce the multiplication symbol</p> <p>To explore multiplication sentences</p> | <p>Number: Multiplication and Division</p> <p>To use arrays</p> <p>To make equal groups-grouping</p> <p>To make equal groups-sharing</p> <p>The 2 times table</p> <p>To divide by 2</p> | <p>Consolidation</p>                                                                                                                                        |
| <b>Science</b>   | <p>Use of everyday materials</p> <p>L.O: What do we know about everyday materials?</p>                                                                                            | <p>Use of everyday materials</p> <p>L.O: What do we know about everyday materials?</p>                                                            | <p>Use of everyday materials</p> <p>L.O: Which material is best for a purpose?</p>                                                                                                              | <p>Use of everyday materials</p> <p>L.O: Which material is best for a purpose?</p>                                                                                                         | <p>Use of everyday materials</p> <p>L.O: How well do different materials bounce?</p>                                                                                                    | <p>Use of everyday materials</p> <p>L.O: How well do different materials bounce?</p>                                                                        |
| <b>Computing</b> | <p>Lesson 3: iSafe</p> <p>L.O: To know when it is wise to turn to a trusted adult for help</p>                                                                                    | <p>Lesson 1: iAnimate</p> <p>To understand what an animation is</p>                                                                               | <p>Lesson 2: iAnimate</p> <p>To understand that an animation consists of characters, a stage, props, sound, text and a story</p>                                                                | <p>Lesson 3: iAnimate</p> <p>To understand the importance of a storyboard in the story planning process</p>                                                                                | <p>Lesson 4: iAnimate</p> <p>To understand that animations need to be scripted</p>                                                                                                      | <p>Lesson 5: iAnimate</p> <p>To create a simple animation</p>                                                                                               |

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| <b>Geography</b> | <p>Why is our world wonderful?</p> <p>LO: What are some of the UK's amazing features and landmarks?</p>                                                                                                                             | <p>Why is our world wonderful?</p> <p>LO: Where are some of the world's most amazing places?</p>                                                                                                                                    | <p>Why is our world wonderful?</p> <p>LO: Where are our oceans?</p>                                                                                                                                                                                 | <p>Why is our world wonderful?</p> <p>LO: What is amazing about our local area</p>                                                                                                                                                             | <p>Why is our world wonderful?</p> <p>LO: How can we look after our natural habitats?</p>                                                                                                                                               | <p>Assessment</p>                                                                          |
| <b>Art/DT</b>    | <p>Painting and mixed media: Life in colour</p> <p>LO: To develop knowledge of colour mixing.</p>                                                                                                                                   | <p>Painting and mixed media: Life in colour</p> <p>LO: To know how texture can be created with paint.</p>                                                                                                                           | <p>Painting and mixed media: Life in colour</p> <p>LO: To use paint to explore texture and pattern.</p>                                                                                                                                             | <p>Painting and mixed media: Life in colour</p> <p>LO: To compose a collage, choosing and arranging materials for effect.</p>                                                                                                                  | <p>Painting and mixed media: Life in colour</p> <p>LO: To compose a collage, choosing and arranging materials for effect</p>                                                                                                            | <p>Painting and mixed media: Life in colour</p> <p>LO: To evaluate and improve artwork</p> |
| <b>Music</b>     | <p>Musical Focus Exploring Sounds Singing using structure and step movement</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music<br/><u>Nasheed Focus</u><br/><u>Lean on me</u></p> | <p>Musical Focus Exploring Sounds Singing using structure and step movement</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music<br/><u>Nasheed Focus</u><br/><u>Lean on me</u></p> | <p>Musical Focus Exploring Sounds Singing using structure, dynamic and step movement</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music<br/><u>Nasheed Focus</u><br/><u>Bullying Freezone</u></p> | <p>Musical Focus Exploring Sounds Singing using structure, dynamic and step movement</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music<br/><u>Nasheed Focus</u><br/><u>TLB Bullying</u></p> | <p>Musical Focus Exploring Sounds Singing using structure and step movement</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music<br/><u>Nasheed Focus</u><br/><u>I have a voice</u></p> | <p>Topic:</p> <p>L.O:</p>                                                                  |
| <b>PE</b>        | <p>Topic: Gymnastics (Key steps 1)</p> <p>To remember and repeat simple gymnastic actions with control</p>                                                                                                                          | <p>Topic: Gymnastics (Key steps 1)</p> <p>To balance on isolated parts of the body using the floor and hold balance</p>                                                                                                             | <p>Topic: Gymnastics (Key steps 1)</p> <p>To develop a range of gymnastic moves, particularly balancing</p>                                                                                                                                         | <p>Topic: Gymnastics (Key steps 1)</p> <p>To link together gymnastic actions into a sequence</p>                                                                                                                                               | <p>Topic: Gymnastics (Key steps 1)</p> <p>To explore ways of travelling around on large apparatus</p>                                                                                                                                   | <p>Assessment</p>                                                                          |
| <b>Arabic</b>    | <p>Tanween</p> <p>L.O: To read words with the Tanween</p> <p>Speaking Verbs with different pronouns</p>                                                                                                                             | <p>Sukoon</p> <p>L.O: To identify words with sukoon.</p> <p>Speaking Verbs with different pronouns</p>                                                                                                                              | <p>Sukoon</p> <p>L.O: To identify words with sukoon.</p> <p>Speaking Verbs with different pronouns</p>                                                                                                                                              | <p>Sukoon</p> <p>L.O: To identify words with sukoon.</p> <p>Speaking Verbs with different pronouns</p>                                                                                                                                         | <p>Sukoon</p> <p>L.O: To identify words with sukoon.</p> <p>Speaking Verbs with different pronouns</p>                                                                                                                                  | <p>Assessment</p>                                                                          |

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| Quran | Memorisation:<br>Al-Alaq                                                                                      | Memorisation:<br>Al-Alaq                                                                                     | Memorisation:<br>At-Tin                                                                                    | Memorisation:<br>At-Tin                                                                          | Memorisation:<br>At-Tin                                                                            | Memorisation:<br>At-Tin                                                        |
|       | 15-19<br>Reading : Al-Qaida book<br>long vowels andTanween<br>Revision : Al-kauther,<br>Al-Maaun & Al-Qariah, | 15-19<br>Reading : Al-Qaida book<br>vowels and Tanween<br>Revision :<br>Al-Kauther,<br>Al-Maaun & Al-Qariah, | 1-3<br>Reading : Al-Qaida book<br>vowels and Tanween<br>Revision :<br>Al-Kauther,<br>Al-Maaun & Al-Qariah, | 3-6<br>Reading : Al-Qaida book<br>vowels and Tanween<br>Revision :<br>AL-Fil, Al-Humaza, Al- Asr | 6-8<br>Reading : Al-Qaida book<br>vowels and Tanween Revision :<br>Al-Qaria, Al-Adiyat, Az-Zalzala | 1-8<br>Reading : Al-Qaida book<br>vowels and Tanween<br>Revision :Al- Bayyinah |