



Year 2 - Autumn 2

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	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 Gaps
Themed Events/Trips			Anti-bullying Week	World Children's Day				World Arabic Language Day
English Reading	Voices in the Park <ul style="list-style-type: none"> ▪ Reading aloud and rereading ▪ Discussion and debate ▪ To predict what is the book about 	Voices in the Park <ul style="list-style-type: none"> ▪ Book talk ▪ Make inferences about the characters 	Voices in the Park <ul style="list-style-type: none"> ▪ To discuss illustration and how it aids reading and meaning ▪ Look at the use of perspective within the illustrations. Can the children draw some pictures which use techniques to show the foreground, background, perspective and depth? 	Voices in the Park <ul style="list-style-type: none"> ▪ Drama and role-play ▪ Thought tracking ▪ Discussion and debate 	Voices in the Park <ul style="list-style-type: none"> ▪ Discuss the differences between the four voices and record these in different ways ▪ Look at the facial expressions and body language of the characters in the illustrations. Can the children draw the same person with different expressions / body language to show their changing emotions? 	Voices in the Park <ul style="list-style-type: none"> ▪ To compare books Reading Skills – make connections, form opinions Domain focus – Themes and convention -Share both Anthony Bowne books we have been reading. -Allow chn time to discuss: How are they the same? Feedback and share-- Scribe ideas on the IWB. Allow chn more time to discuss if necessary – ask them to think about big ideas and little ideas. What did you learn from XX book? What about the other book? Are they the same/different? 	Voices in the Park <ul style="list-style-type: none"> ▪ To verbally tell each other a story with different characters and different voices -Role playing groups 	Assessment
English Writing	<ul style="list-style-type: none"> ▪ To write a prediction about the book they are reading, what will happen next, how can the children make their prediction 	<ul style="list-style-type: none"> ▪ To describe the characters in the book -To use describing words (Synonyms) 	<ul style="list-style-type: none"> ▪ To write how illustration aided viewing the character ▪ 	<ul style="list-style-type: none"> ▪ To identify the different nouns / adjectives / verbs / adverbs / connectives / punctuation used in the story. 	<ul style="list-style-type: none"> ▪ To learn the features of instruction text and how to write instructions 	<ul style="list-style-type: none"> ▪ To draw a map showing the different places featured in the story. Use this to show the route taken by each of the voices that day. 	<ul style="list-style-type: none"> ▪ To create own story in which different people have different points of view about the same event ▪ To use the story as a starting point for learning about 	Assessment

				<ul style="list-style-type: none"> Why have these been used places 			the first / third person and how they are written	
Writing outcomes	<ul style="list-style-type: none"> To write a sound prediction stating the reason 	<ul style="list-style-type: none"> Write a character profile 	<ul style="list-style-type: none"> To create own illustrations 	<ul style="list-style-type: none"> To write sentences with correct punctuations and connectives 	<ul style="list-style-type: none"> To write some instructions to teach someone how to make their dad a nice cup of tea? like the girl in the story. 	<ul style="list-style-type: none"> To write a story map for their drawing using correct punctuations and connectives 	<ul style="list-style-type: none"> To innovate own story using different characters based on Voices in the Park 	Assessment
Deen	<p>Topic: Names of Allah</p> <p>L.O: To learn and analyse five names of Allah</p>	<p>Topic: Names of Allah</p> <p>L.O: To learn and analyse five names of Allah</p>	<p>Topic: Names of Allah</p> <p>L.O: To learn and analyse five names of Allah</p>	<p>Topic: Dua for leaving the house</p> <p>L.O: To learn the dua for leaving the house and the meaning</p>	<p>Topic: Dua for entering the house</p> <p>L.O: To learn the dua for entering the house and the meaning</p>	<p>Topic: Dua for entering the toilet</p> <p>L.O: To learn the dua for entering the toilet and to explore the manners of the toilet</p>	<p>Topic: Manners of using the toilet and dua for exiting the toilet</p> <p>L.O: To explore the manners of the toilet</p>	<p>Topic: Assessment Week</p>
RE	<p>What is Buddhism?</p> <p>Appreciate the importance of compassion, wisdom and ethical conduct. Be sensitive to the primary place of practice within the Buddhist tradition.</p>	<p>What is Buddhism?</p> <p>Appreciate the importance of compassion, wisdom and ethical conduct. Be sensitive to the primary place of practice within the Buddhist tradition.</p>	<p>What is the place of the church in Christianity?</p> <p>Recognise that the word 'church' carries different meanings: theological, institutional, sociological and architectural.</p>	<p>What is the place of the church in Christianity?</p> <p>Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus.</p>	<p>What is the place of the church in Christianity?</p> <p>Recognise that the church is also symbolic of the Christian community.</p>	<p>What is the place of the church in Christianity?</p> <p>Understand the significance of the church for Christian worship.</p>	<p>What is the place of the church in Christianity?</p> <p>Be sensitive to the forms of behaviour and activities that are appropriate within a church.</p>	<p>What is the place of the church in Christianity?</p> <p>Be sensitive to the forms of behaviour and activities that are appropriate within a church.</p>
PSHE	<p>Topic: Boys and girls</p> <p>LO: I am starting to understand that sometimes people make assumptions</p>	<p>Topic: Boys and girls</p> <p>LO: I am starting to understand that sometimes</p>	<p>Topic: Why does bullying happen?</p> <p>LO: I understand that bullying is sometimes about difference.</p>	<p>Topic: Standing up for myself and others</p> <p>LO: I can recognise what is right and</p>	<p>Topic: Making a new friend</p> <p>LO: I know some ways to make new friends.</p>	<p>Topic: Celebrating difference and still being friends</p> <p>LO: can tell you some ways I am different from my friends.</p>	<p>Consolidation GAPS</p>	<p>Consolidation GAPS</p>

	<p>about boys and girls (stereotypes).</p> <p>I understand some ways in which boys and girls are similar and feel good about this</p>	<p>people make assumptions about boys and girls (stereotypes).</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p>	<p>I can tell you how someone who is bullied feels I can be kind to children who are bullied</p>	<p>wrong and know how to look after myself.</p> <p>I know when and how to stand up for myself and others I know how to get help if I am being bullied</p>	<p>I know how it feels to be a friend and have a friend</p>	<p>I understand these differences make us all special and unique</p>		
Maths	<p>Addition and Subtraction</p> <p>To subtract from 10 To subtract 1 digit number from 2-digit number (across 10) 10 more, 10 less To add and subtract 10s</p>	<p>Addition and Subtraction</p> <p>To add two 2-digit numbers (not across 10) To add two 2-digit numbers (across 10) To subtract two 2-digit numbers (not across 10) To subtract two 2-digit numbers (across 10)</p>	<p>Addition and Subtraction</p> <p>Mixed addition and subtraction To compare number sentences To complete missing number problems End of Block assessment</p>	<p>Consolidation GAPs</p>	<p>Geometry: Shape</p> <p>To recognise 2D and 3-D shapes To count sides on 2D shapes To count vertices on 2D shapes To draw 2D shapes</p>	<p>Geometry: Shape</p> <p>To explore lines of symmetry To use lines of symmetry to complete shapes To sort 2D shapes To count faces on 3D shapes</p>	<p>Geometry: Shape</p> <p>To count edges on 3D shapes To count vertices on 3D shapes To sort 3D shapes To make patterns using 2D and 3D shapes</p>	<p>End of Block assessment Consolidation GAPs</p>
Science	<p>Living things and their habitats</p> <p>L.O: Living things, things that are no longer alive and things that have never been alive.</p>	<p>Living things and their habitats</p> <p>L.O: Living things, things that are no longer alive and things that have never been alive.</p>	<p>Living things and their habitats</p> <p>L.O: Which microhabitats can we find in our school?</p>	<p>Living things and their habitats</p> <p>L.O: Which microhabitats can we find in our school?</p>	<p>Living things and their habitats</p> <p>L.O: Do plants need particular habitats too?</p>	<p>Living things and their habitats</p> <p>L.O: How do different habitats provide for the needs of different animals and plants?</p>	<p>Living things and their habitats</p> <p>L.O: How do animals obtain food from different animals and plants?</p>	<p>Assessment</p>
Computing	<p>iSafe</p> <p>L.O: To understand that not everyone you meet is trustworthy</p>	<p>iSearch</p> <p>L.O: To use links to navigate a website</p>	<p>iSearch</p> <p>L.O: To know that the world wide web can be used to answer questions</p>	<p>iSearch</p> <p>L.O: To find answers to questions by following hyperlinks</p>	<p>iSearch</p> <p>L.O: To locate specific information using a website</p>	<p>iSearch</p> <p>L.O: To collect information from a number of different websites</p>		

History	How was school different in the past? LO: Were schools different in the past?	How was school different in the past? LO: How have schools changed within living memory?	How was school different in the past? LO: How were schools different in the 1900s	How was school different in the past? LO: How have schools changed?	How was school different in the past? LO: What is similar and different about schools now and in the past?	How was school different in the past? LO: Would you have preferred to go to school in the past?	How was school different in the past? LO: Would you have preferred to go to school in the past?	Consolidation GAPS
Art/DT	Structures: baby bear's chair To explore the concept and features of structures and the stability of different shapes	Structures: baby bear's chair To explore strength in different structures To understand that the shape of the structure affects its strength	Structures: baby bear's chair To make a structure according to design criteria	Structures: baby bear's chair To make a structure according to design criteria	Structures: baby bear's chair To produce a finished structure and evaluate its strength, stiffness and stability	Structures: baby bear's chair To produce a finished structure and evaluate its strength, stiffness and stability	Structures: baby bear's chair Assessment	Consolidation GAPS
Music	Unity, Black history, diversity and Tolerance Musical Focus Exploring Sounds Singing using Dynamics	Unity, Black history, diversity and Tolerance Musical Focus Exploring Sounds Singing using Dynamics	Anti-bullying, Unity, Black history, diversity and Tolerance Musical Focus Composition	Unity, Black history, diversity and Tolerance Musical Focus Composition	Unity, Black history, diversity and Tolerance Musical Focus Exploring Pitch and dynamic	Unity, Black history, diversity and Tolerance Musical Focus Exploring pitch and dynamic	Unity, Black history, diversity and Tolerance Musical focus Performances	Unity, Black history, diversity and Tolerance Musical Focus Performances
PE								
Arabic	Masculine & feminine Understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine هذا ولد - هذه بنت Learn how to read and write word with three	Masculine & feminine Understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine هذا كتاب - هذه تفاحة	My family Understand and read out the family member in Arabic and learn when to use (this: هذه هذا)for masculine and feminine هذه أمي - هذا أبي Learn how to read and write word with the long sound sounds Fatha	In my house Understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine هذه سجادة - هذا باب Learn how to read and write word with the long sound sounds Fatha	In my school Understand and read out the new vocabulary and learn when to use (this: هذه هذا)for masculine and feminine هذا فصل - هذه طاولة Learn how to read and write word with the	My Colours Understand and read out the new vocabulary Know how to name the colours in Arabic أحمر - أخضر - أبيض Learn how to read and write word with the long sound sounds Dammah	Revision and Assessment	Consolidation GAPS

	sounds Fatha, Kasra and Dammah.	Learn how to read and write word with three sounds Fatha, Kasra and Dammah.			long sound sounds Dammah			
Quran	<p>Memorisation Al-Bayyinah 1-2</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	<p>Memorisation Al-Bayyinah 2-4</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	<p>Memorisation Al-Bayyinah 4-6</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	<p>Memorisation Al-Bayyinah 6-8</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	<p>Memorisation Al-Bayyinah 1-4</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	<p>Memorisation Al-Bayyinah 1-8</p> <p>Revision Al-Ikhlaas Al-Falaq and An-Nas</p> <p>Reading Words with short vowel Fatah kasra and Dammah</p>	Revision and Assessment	Consolidation GAPS