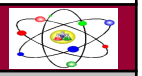
# Year 2 Curriculum MTP – Autumn Term 1.1



| This half term students will be learning to: | | |
|---|---|---|
| Learning Driver Focus | Literacy  | Numeracy  |
| **Caring for our Rights** | **Fiction/Poetry** | **Place Value/Addition and Subtraction** |
| It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals.<br>Our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held Children's rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, **respect** and non-discrimination.<br>This will help our pupils to promote a calm and caring environment with embedded agreed **respectful** communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, '**respectful, aspirational and responsible, well rounded young individuals.** | ❖ Read two stories that deal with themes of overcoming worries and facing fears<br>❖ Look in depth at two different characters and explore how they overcome their fears<br>❖ Develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation<br>❖ Explore using expanded noun phrases to add more detail<br>❖ Discuss their favourite lines from four poems, recognising simple rhythm and rhyme<br>❖ Discuss vocabulary choices<br>❖ Identify patterns in the poetry and work towards class performances of the poems<br>❖ Create new whole class poems - based on those already read<br>❖ Evaluate a class performance of one of their compositions<br> | ❖ Counting in 10s to 100<br>❖ Recognise 10s and 1s<br>❖ Use a place value chart<br>❖ Partition numbers to 100<br>❖ Write numbers to 100 in words<br>❖ Identify addition and subtraction facts within 20<br>❖ Recognise number bonds to 100<br> |

| Arabic  | Art/DT  | Computing  |
|---|---|---|
| **Consolidation of Letters and Vowels** | **Yayoi Kusama** | **Information technology in the world beyond school** |
| ❖ Read the alphabets with correct pronunciation<br>❖ Practice reading and writing the letters<br>❖ Read the letters with different harakat.<br>❖ Add the correct harakat to the given words.<br>❖ Greet people in Arabic then ask about their name<br>❖ Write words they hear correctly | ❖ Understand who Yayoi Kusama is<br>❖ Experiment with different techniques for creating polka dots<br>❖ Recreate a piece of artwork using collage<br>❖ Create a 3-D form from clay using the rolling technique<br>❖ Use paint to recreate a painting in the style of Kusama's pumpkins  | ❖ recognise the uses and features of information technology.<br>❖ identify information technology in school.<br>❖ find and describe examples of how information technology is used in the world beyond school. |
|  Geography/History  | Islamic Studies  | PE  |
| **Guy Fawkes** | **Akhlaaq/Aqa'id/Fiqh/Islamic History** | **Fitness** |
| ❖ Explain what Bonfire Night is<br>❖ Find out about King James I of England<br>❖ Find out who Guy Fawkes was<br>❖ Find out what happened next in the Gunpowder Plot<br>❖ Think about why fireworks are lit on November 5th  | ❖ Akhlaaq: -Review activities<br>❖ Rulings:<br>❖ Different types of rulings<br>❖ What is Aqa'id:<br>❖ Kalimah Tayyibah | ❖ Show determination to continue working over a longer period of time and encourage others to do this too<br>❖ Show balance when changing direction<br>❖ Understand that there are different areas of fitness<br>❖ Show balance and coordination when running at different speeds<br>❖ Show hopping, skipping and jumping movements with some balance and control<br>❖ Describe how my body feels during exercise |
| Relationship Education/PSHE  | Religious Studies (RS)  | Science  |
| **Families/Caring Friendships** | **Why did Jesus tell stories?** | **Living in habitats** |
| ❖ Explore how my family cares for me and keeps me safe<br>❖ Describe what our families do to protect us and keep us safe/Consider how those without families may feel<br>❖ Explore how to behave in various, dangerous situations<br>❖ Explore how friends make us feel happy and secure<br>❖ Describe what makes a good friend<br>❖ Explore the differences between healthy and unhealthy friendships/Consider how to develop security and happiness in our friendships | ❖ Retell a Christian story and say some things that Christians believe<br>❖ Show understanding of what Jesus taught people<br>❖ Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life | ❖ Identify things that are living, things that are dead and things that have never been alive<br>❖ Understand that living things need to live in suitable habitats<br>❖ Explore the plants and animals that live in seaside habitats<br>❖ Explore plants and animals in an unfamiliar habitat<br>❖ Explore and describe a micro-habitat<br>❖ Explore food chains in a habitat  |