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| **Long Term Planning** | **Class** | Year 2 | **Teacher** | A MUNIM | **Year** | 2020-2021 |

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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Our Islamic Values** | **Faithfulness** | **Tolerance** | **Patience** | **Respectfulness** | **Gratitude** | **Justice** |
| **British values linked to Islamic values**  **(PHSE )** | **Rule of law**  Introducing British Values with classroom & school rules.  Understand the need for rules and laws  Know what is right/ wrong - Express and justify personal opinion.  Islamic sharia and following the sunnah.  Black history month. | **Democracy**  Tolerance of those of different beliefs and faiths  Similarities and differences between people:  likes, gender, appearance, abilities, families, cultural backgrounds, etc.  People have differences and things in common, but everyone is unique.  Respect the similarities and differences between people. | **Living in the wider world**  Everyone in a community has rights and responsibilities  Right and Wrong-  What’s appropriate behavior and unkind behavior.  Thanking Allah for all the bounties. | **Respect, Tolerance and Diversity**  Respect for all Including parents, neighbors, adults including other religions and cultures.  Positive Relationships with friends, family and the community. | **Helping others in the community**  Kindness and being generous.  Supporting / donating to helping the poor and needy  Appreciating our country (UK)and our living  Healthy Eating -  Health and Wellbeing.  Ramadhan - Piety (taqwa)  Kindness - Give a Little | **Individual Liberty**  Making the right choice  Freedom of speech and expression  Preparing for change  Healthy living and health eating  why are vegetables/fruit so good for us? Dental Hygiene/ Washing Hands/keeping clean- bath time. |
| **P.S.H.E** | **School / Class Rules**  Make rules that can easily be adhered by all.  Black history month.  Impact of racism | **Anti-Bullying**  Cyber bullying. Internet/e-safety,  School council elections. | **The Environment**  Protecting the environment.  Using natural resources sustainably (R-R-R) | **Positive Relationships**  Respect and kindness for family, relatives, friends and the wider community | **Appreciate what you have**  Be thankful and happy with what you have  Showing gratitude  Mindful of others feeling | **Health and Wellbeing**  Positive thoughts and negative thoughts.  feelings and emotions  setting achievable goals |
| **English** | **SPAG**: Using capital letters at the start of a sentence and a full stop.  Simple sentences with gaps between words and some punctuation  **Fiction: Stories in Familiar Settings – LR.R.H and The Tiger who came to tea.** | **SPAG**: using exclamation mark, question mark or Apostrophe for Contraction at the end.  **Non-fiction: Information texts (inc. non-chronological reports), recounts**  Fiction: Retelling traditional tales, character descriptions such as L.R.R.H. | **SPAG**: using nouns, adjectives, verbs and expanded noun phrases.  Plan or say out loud what they are going to write about.  **Fiction**: Fantasy Stories (setting and character descriptions) | **SPAG**: Prefixes and Plural Suffix -s and -es, Pronoun  **Non-Fiction:** Letters and postcards. | **SPAG**: Suffix -ed and Suffix -ing, Subordination and Coordination  **Non-Fiction:** Instructions How to... grow a plant Non-chronological report | **SPAG**: using statement, dialogue and conjunction  **Fiction**: Alternate endings, setting descriptions |
| **Phonics / Read Write Inc** | Recap and apply phonic knowledge and skills as the route to decode words containing phonemes already taught. Common exception words  **Blue Book** | Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising attentive sounds for graphemes.  **Blue Book** | Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word. Read accurately words of two or more syllables  **Blue Book** | Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  **Yellow Book** | Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.  **Yellow Book** | Re-read these books to build up their fluency and confidence in word reading  Read words containing common suffixes.  **Yellow Book** |
| **Guided Reading** | **Where the wild things are** | **I’ll take you to Mrs Cole!** | **The Tiger who came to Tea or Tuesday** | **The Owl who was afraid of the dark** | **Mr Majeika** | **The Man whose Mother was a Pirate** |
| **D.E.A.R** | **James and the Giant Peach** | **James and the Giant Peach** | **Fantastic Mr Fox** | **Fantastic Mr Fox** | **The BFG** | **The BFG** |
| **Maths** | Place Value within 10.  Addition and subtraction, problem solving within 10.  Sorting/counting/representing objects in different ways to create deeper understanding.  Reading and writing numbers 1 to 10. | Numbers: Addition and subtraction within 20.  Place Value: count within 50.  Multiples of 2, 5 and 10'. Counting forwards and backwards in these multiples | Place value within 20.  Representing objects in different ways including ordering numbers to 20.  2D and 3D shape properties. | Counting in 2s 5s 10s. Counting forwards and backwards in these multiples.  Measurement: length and height. Measurement: weight and volume | Numbers: Multiplication and division (Reinforce multiples of 2,5 and 10).  Number :Fractions.  Geometry: position and direction. | Number: Place Value within 100.  Measurement: Money  Measurement: Time. |
| **Science** | **Living Things and their Habits**  Adaptation  Alive or dead  Animals and their habitats  Food chains and food webs  Living and non-living | **Everyday Objects**  Changing the shape of different objects  Materials and their uses  Objects, materials and properties  Identify the materials from which different objects are made.  Inventors of new materials | **Animals and their Offspring**  Animals groups.  Food hygiene  Healthy eating  Stages of life  What humans and animals need to survive? | **Plants**  Comparing plants  Growing plants  Plant life cycle  Reproduction and What plants need to grow  How seed germinate | **Our Solar System**  Planets  Atmosphere – big bang  Stars and galaxies  Our planet Earth  Oceans and continents | **The Human Body**  The Skeletal System  The Muscular System  The Digestive System  The Circulatory System  Germs, Diseases and Preventing Illness |
| **Geography / History** | Catch up year 1 and 2 work for maths and English work | Catch up year 1 and 2 work for Math and English work. | **Let’s explore London**  Locate London on a map location and describe landmarks of London. Use compass points and positional direction to navigate between London landmarks. | **Great fire of London**  How the fire started and was put out  How it changed London  What did the people do to help rebuild the city of London? | **Let’s explore the United Kingdom**  Explore the 4 countries that make up Britain- language and culture | **Let’s explore our wonderful planet**  Locating continents, oceans and countries on the worlds map |
| **Arts , craft and Design Technology** | Colour creations  Mix primary colours to create secondary colours.  Children will use white and black paint to create lighter and darker shades. | Moving Pictures-based on characters and scenes from stories/  Children develop their understanding of how movement can be created, dioramas/moving characters. | Homes-observe different types of buildings and develop an understanding of structures, Design and construct a model home which is strong and stable and incorporates the main features. | Paper Art Differing types of paper and their uses, making a collage using paper, using tissue paper to create collage also. Using papier Mache to create a sculpture. | Andy Goldsworthy –art in nature-use forest school/outdoors to sort items depending on material and colour, to use natural materials to create spirals/circles/paths/walls and sculptures. | Eat more fruit and vegetables- understand where food comes from. Grow plants, investigate and taste different types of food and prepare and combine ingredients into a specific topic. |
| **Quran** | Reading and blending the letters. Joining letters together to make a word. | Reading and blending the letters. Joining letters together to make a word. | Reading with Tajweed. Reading fluently. Using the correct pace and pronunciation. | Reading with Tajweed. Reading fluently. Using the correct pace and pronunciation. | Memorizing the Quran. Reading with Tajweed. | Memorizing the Quran. Reading with Tajweed. |
| **Tarbiyah/ Tafsir & Religious Education** | Introduce Islam  levels of religion  Islam  Iman  Ihsan | Introduce Islam  levels of religion  Islam  Iman  Ihsan | Five pillars of Islam  Live of our Prophet  Six pillars of Iman | Five pillars of Islam  Live of our Prophet  Six pillars of Iman | Wudu and Salah | Wudu and Salah |
| **Arabic** | Distinguish the difference between animals.  Dialogue : introduce yourself | Discribe your favourite animal  Dialogue : introduce yourself | Likes and dislikes an animal  Dialogue : introduce yourself | Introduce an animal  What does it eat?  Where does it live?  Dialogue : introduce yourself | Write a paragraph using your sentence word bank  Dialogue : introduce yourself | Write a paragraph about yourself and your family |
| **PE** | Team bonding games including exercise.  Healthy living and eating  Team games such as football, dodge ball. | Fitness tests/skills in running/jumping/hopping including fundamental movement skills. | Passing, Attacking and defending/changing direction. | Throwing and catching, rolling, striking and kicking. Fundamental movement skills. | Games-hitting a ball with a bat (cricket / baseball.  Sports day preparation, running at different speeds/distances- including endurance. | Preparing for sports day. Running, skipping, egg on spoon, sack race. |
| **ICT** | Basic Computer Skills  Teach children the basic computer skills they will need in order to use the iPads and computers correctly, e.g. log off, shut down etc. typing and keyboard | Cyber bullying and internet safety  Protecting yourself and your personal information  Reporting issues to an adult | PowerPoint  Using key notes.  Building a PowerPoint and presenting presentation to their class  including text, typing shapes and animations | E-mail  Sending e-mail  Typing email  Address / bcc / cc / subject  Signing off. | Using Google maps  Explore countries, cities landmarks and finding directions of a particular place. | Making and editing a video.  Children produce a short video of themselves by adding animation to their photos or recording a short video. |
| **Music** | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry | Nasheeds and poetry |
| **Trips** |  | Proposed: London Zoo |  | Visit a Fire station |  | TBC. |