

| Big Question:<br>What makes me young Muslim and special? |                    |                                                                                                |                                              | Global Theme:<br>Identity & Diversity        |                                                                                              |                                                           | Outcome:<br>Display of art work      |                                                                                     |                                                                                                             |                                                 | Year 2<br>Autumn Term 2022/2023                                           |                                                        |                                                |                     |                                                                                        |               |
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|                                                          | Autumn 1<br>Week 1 | Autumn 1<br>Week 2                                                                             | Autumn 1<br>Week 3                           | Autumn 1<br>Week 4                           | Autumn 1<br>Week 5                                                                           | Autumn 1<br>Week 1                                        | Autumn 1<br>Week 2                   | Autumn 2<br>Week 1                                                                  | Autumn 2<br>Week 2                                                                                          | Autumn 2<br>Week 3                              | Autumn 2<br>Week 4                                                        | Autumn 2<br>Week 5                                     | Autumn 2<br>Week 6                             | Autumn 2<br>Week 7  | Autumn 2<br>Week 8                                                                     |               |
| Reading                                                  |                    | Anna Hibiscus goes on holiday                                                                  | Gregory Cool                                 | The Circus/Ice-Cream Van                     | Malala’s Magic Pencil                                                                        | Robina Muqimyar                                           | Rosa Parks                           | Young Gifted and Black Remembrance Day                                              | The colour of home                                                                                          | Traction Man                                    | The Proudest Blue                                                         | Little leaders: visionary women around the world       | Beegu                                          | ASSESSMENT WEEK     | Consolidation                                                                          |               |
| Spelling                                                 |                    | RWI spelling scheme                                                                            | RWI spelling scheme                          | RWI spelling scheme                          | RWI spelling scheme                                                                          | RWI spelling scheme                                       | RWI spelling scheme                  | RWI spelling scheme                                                                 | RWI spelling scheme                                                                                         | RWI spelling scheme                             | RWI spelling scheme                                                       | RWI spelling scheme                                    | RWI spelling scheme                            | RWI spelling scheme | ASSESSMENT WEEK                                                                        | Consolidation |
| Text Type                                                |                    | Writing to inform: Letter writing (Anna) My Holiday                                            |                                              |                                              | Writing to Entertain: Narrative (Malala) If I had a Magic Pencil                             |                                                           |                                      | Writing to inform: Fact File (Mo Farah) All about Mo Farah                          |                                                                                                             |                                                 | Writing to inform: Instructions (Nadiya Khan) How to make a fruit salad?? |                                                        |                                                | ASSESSMENT WEEK     | Consolidation                                                                          |               |
| Grammar                                                  |                    | Capital letters                                                                                | Full stops                                   | conjunctions                                 | adjectives                                                                                   | conjunctions                                              | Expanded noun phrase                 | Sentence types                                                                      | Past and present tense                                                                                      | Conjunctions                                    | Adverbs of time                                                           | verbs                                                  | adverbs                                        | ASSESSMENT WEEK     | Consolidation                                                                          |               |
| White Rose                                               |                    | Unit 1: Numbers to 100                                                                         |                                              |                                              |                                                                                              |                                                           | Unit 2: Addition and Subtraction (1) |                                                                                     |                                                                                                             | Unit 3: Addition and Subtraction (2)            |                                                                           |                                                        | Unit 4: Properties of Shape                    |                     | ASSESSMENT WEEK                                                                        | Consolidation |
| Number Sense                                             |                    | X2                                                                                             | X10                                          | X5                                           | X2                                                                                           | X10                                                       | X5                                   | X2                                                                                  | X10                                                                                                         | X5                                              | X2                                                                        | X10                                                    | X5                                             | ASSESSMENT WEEK     | Consolidation                                                                          |               |
| Islamic Studies                                          |                    | Aqidah                                                                                         |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     |                                                                                                             |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    | To recap the months in the Islamic calendar                                                    | To recap the 5 pillars of Islam              | To recap the importance of wudu before salah | To explore the times of Salah                                                                | To explore the importance of salah                        | To learn the importance of the Qibla | To learn the actions of niyyah, dua and isteftah                                    | To learn the actions of takbeer and qyam                                                                    | To learn the actions of ruku, qyam and sajdah   | To learn the actions of tahyat                                            | To learn the actions of salawaat                       | To learn the actions of salawaat and dua       | ASSESSMENT WEEK     | To design a prayer diary                                                               |               |
| History                                                  |                    | How have women changes the world?                                                              |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     |                                                                                                             |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    | To know who Alice Hawkins and Emily Davison are                                                | To understand what Alice Hawkins achieved    | To understand what Emily Davison achieved    | To know who Rosa Parks was                                                                   | Who is more significant?                                  | End of Unit Quiz                     | GEOGRAPHY FIELD WORK TRIP WED 23 <sup>rd</sup> (PM) November                        |                                                                                                             |                                                 |                                                                           | ASSESSMENT WEEK                                        |                                                |                     |                                                                                        |               |
| Geography                                                |                    |                                                                                                |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     | How is Derby different to Amaan city in Jordan?                                                             |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    |                                                                                                |                                              |                                              |                                                                                              |                                                           |                                      | To locate Amaan and Derby on a world Map and explore its cultural capital.          | To identify Amaan on a world map and explore its cultural capital.                                          | To explore the physical features in Derby City. | To recognise the physical features in Amaan City.                         | To explore the human features in Amaan City.           | To recognise the human features in Amaan City. | ASSESSMENT WEEK     | To compare and 6explain the similarities and differences between Derby and Amaan City. |               |
| Science                                                  |                    | What do plants need to grow?                                                                   |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     |                                                                                                             |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    | To know that seeds grow into different plants and to describe them                             | To know plants can be grown from bulbs       | To why and how seeds are dispersed           | To plan, carry out and evaluate an investigation into the conditions that affect germination | To observe and describe how a plant changes as it matures | End of unit quiz                     |                                                                                     |                                                                                                             |                                                 |                                                                           |                                                        |                                                | ASSESSMENT WEEK     |                                                                                        |               |
| PHSE                                                     |                    | Me and My Relationship                                                                         |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     | Valuing Differences                                                                                         |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    | How are you feeling today? positive relationships                                              | Bullying or teasing? bullying & safeguarding | Don’t do that. bullying & safeguarding       | Types of bullying                                                                            | Being a good friend                                       | Let’s all be happy friendships       | Identify physical and non-physical similarities and non-similarities between people | Recognise and explain how a person’s behaviour can affect other people                                      | Identify people who are special to them         | Explain how it feel to be part of a group and how it feels to be left out | Recognise and describe acts of kindness and unkindness | Demonstrate active listening techniques        | ASSESSMENT WEEK     | Consolidation                                                                          |               |
| PE                                                       |                    | Fundamentals: body Control<br>Real PE Unit 1: Coordination: Footwork & Static Balance / Drumba |                                              |                                              |                                                                                              |                                                           |                                      |                                                                                     | Fundamentals: Sending and Receiving<br>Real PE: Unit 6: Agility: Ball Chasing & Balance Floor work / Drumba |                                                 |                                                                           |                                                        |                                                |                     |                                                                                        |               |
|                                                          |                    | To show control and awareness of during movement                                               | To adapt speed when running and jogging      | To show strength and control when balancing  | To use the ready position to increase speed                                                  | To adjust hands when catching                             | To model correct jumping technique   | To adjust direction and power when rolling                                          | To adjust angle and power when throwing                                                                     | To adapt and change technique when catching     | To pass / send in a variety of ways                                       | To adjust direction when sending                       | To use and adapt in-play tactics               | ASSESSMENT WEEK     | Consolidation                                                                          |               |

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| Music     |                                                    | Charanga: Hands Feet Heart                                              |                                         |                                                            |                                                          |                                                              |                      |                                               |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           |                                                    | To begin to recognise the basic style indicators of South African Music |                                         |                                                            |                                                          |                                                              |                      |                                               |                                                                         |                                                      |                                                             |                                                                    |                                                 | ASSESSMENT WEEK |                                |
| Computing |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      | Purple Mash Online Safety                     |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      | To log in and out of Purple Mash effectively. | To make music digitally using 2Sequences.                               | To explore, edit and combine sound using 2Sequences. | To add sounds to a tune to improve it.                      | To create your own tune using the sounds from the sounds section.  | End of unit quiz.                               | ASSESSMENT WEEK | Consolidation                  |
| RE        |                                                    | TRIP<br>Worship Trail<br>28 <sup>th</sup> September                     |                                         |                                                            |                                                          |                                                              |                      | Christmas Celebrations                        |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      | To think about what and how we celebrate      | To recount the story of Christmas                                       | To explore how Christians celebrate Christmas        | To investigate how Christmas is celebrated around the world | To recap and summarise what we have learnt about Christmas         |                                                 | ASSESSMENT WEEK |                                |
| Arabic    |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      |                                               |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           |                                                    | To recap previous vocabulary                                            | To learn the names of classroom objects | To write joined and non-joined letters                     | To learn the names of classroom objects                  | To read numbers 1-15                                         | To write number 1-15 | To learn school related vocabulary            | To describe my school using adjectives                                  | To write joined and non-joined letters               | To express my opinion in a simple sentence                  | To understand main points from spoken phrases related to my school | Consolidation and Arabic story                  | ASSESSMENT WEEK | Consolidation and Arabic story |
| Art       |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      | What is Calligraphy?                          |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           |                                                    |                                                                         |                                         |                                                            |                                                          |                                                              |                      | To investigate calligraphy                    | Workshop<br>7 <sup>th</sup> November (AM)<br>Rizwan Ul Haq Calligrapher | To explore lines with watercolours                   | To explore thickness to create an effect                    | To use tools to create calligraphy – Own brush                     | To use tools to create calligraphy- Bamboo pens | ASSESSMENT WEEK |                                |
| DT        | Can you make a cushion using template and pattern? |                                                                         |                                         |                                                            |                                                          |                                                              |                      |                                               |                                                                         |                                                      |                                                             |                                                                    |                                                 |                 |                                |
|           | To explore where a running stitch can be found.    | To know how to use a running stitch.                                    | To know the key features of a cushion.  | To design a cushion using a running stitch for hijab pins. | To make a cushion using a running stitch for hijab pins. | To evaluate a cushion using a running stitch for hijab pins. |                      |                                               |                                                                         |                                                      |                                                             |                                                                    | ASSESSMENT WEEK                                 |                 |                                |