Shtillim - Year 2- Yearlong Curriculum Plans 2017-18
My Community- The School and Our Local Community-London

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weather and seasons					
Muswell Hill and the Local area **Jewish Festivals of Tishrei**	**London History: Great Fire of London, the Plague, history of the Tower of London, Samuel Pepys**	**Transport – How transport changed London (human geography)** **Visit to the Transport museum and a train driver visit.** **Making a vehicle in Design Technology** **History of transport** **Maps**	**London Artist – Michael Rosen** – Biography of him and then a close study of his poetry Purim Pesach	**The Rainforest: conservation, habitats, food chains**	**Bigger and bigger: the science of growth Growing plants and healthy food to eat Staying fit in London Trip to the Olympic Park World Athletic Championships in London 2017** **Shacharit service assembly** **Sleepover**
English **Claude in the City – own version linked with Muswell Hill (fiction)** • use knowledge of context and grammar to work out, predict and check the meanings of unfamiliar words and to make sense of what they read • discuss and compare story themes • notice the difference between spoken and written forms through re-telling known	**English** **Samuel Pepys Diary – recount** • collect and categorise poems to build class anthologies, adding captions • be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) • perform individually or together	**English** **Katie in London Instructions/explanation writing** • explain a process in sequence, using a flow chart or cyclical diagram as a visual aid • briefly summarise the main point of an explanation, flowchart or cyclical diagram • investigate and recognise a range of other ways of presenting texts, e.g. enlarged, bold or italicised print, captions	**English** **Fiction – Power of Reading Core book (Story with familiar setting)** • re-read their writing to check that verbs to indicate time are used correctly and consistently • re-read own writing to check for grammatical sense (coherence) and accuracy • use subordination (when, if, that, because)	**English** **Explanation writing/non-chronological reports: animals in the rainforest** **Descriptive writing about the rainforest.** • Briefly summarise the main point of an explanation, flowchart or cyclical diagram • identify key words, phrases or sentences in reading • investigate	**English** **The Pea and the Princess Instructions** • investigate and recognise a range of other ways of presenting texts, e.g. enlarged, bold or italicised print, captions and headings • collect new words from reading linked to particular topics • make class

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stories • compare books by same author: settings, characters, themes • compare differences in story settings • explore correct choice and consistent use of present tense and past tense throughout writing • use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • use capital letters, full stops, question marks and exclamation marks to demarcate sentences • identify how apostrophes are used to mark where letters are missing in spelling • be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am, the children are • use word endings, e.g. s (plural), ed (past tense), ing (present tense) to support their reading and spelling understand the purpose	• read, respond imaginatively, recommend and collect examples of poems (e.g. humorous poems) • discuss meanings of words and phrases that create sound effects, mood or emotion in poetry, and to classify poems into simple types • recite and listen to favourite poems read aloud • use commas to separate items in a list • use co-ordination (using or, and, but) • discuss and share ideas about words and phrases that create effects • create a pattern or shape on the page • use structures from poems as a basis for writing, by extending or substituting elements, or inventing own lines • use simple repeating phrases or	and headings • collect new words from reading linked to particular topics • subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type: Hedgehogs wake up in March or April when the weather is warmer and food is easier to find. • expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples; some hibernating animals, the adult male frog • investigate through writing how words and phrases can signal time sequences, e.g. first, then, after, when; (Grammar for writing Unit 18) • re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative	in writing to link events, cause and effect etc in narrative • identify and describe characters, expressing own views and using words and phrases from texts • use simple gender forms, e.g. his/her correctly • use words and phrases that link sentences, e.g. meanwhile, during, before, after a while • use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting • write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text • be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am, the children are • use verb tenses with increasing accuracy in speaking and writing,	through reading how words and phrases can signal time sequences, e.g. first, then, after, when; (Grammar for writing Unit 18) • after seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately • explain a process in sequence, using a flow chart or cyclical diagram as a visual aid • how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command o explore titles of explanations texts and identify that they usually begin with 'how' or 'why' o write general statements to introduce topics being explained e.g. In the winter some animals hibernate • briefly summarise the main	dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • identify the purpose for which particular notes will be used • identify intended audience, i.e. self or others • make use of words collected from reading and work in other subjects in own oral • following other practical tasks, produce a flowchart or cyclical diagram independently and ensure content is clearly sequenced. • orally rehearse

of question marks and exclamation marks in reading, and use appropriately in own writing • write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story, problem-resolution • plan a story using those read and real events as stimuli • consider what to write by planning a sequence of events orally and on paper, e.g. through use of story mountains etc • use formal story elements when re-telling • use language of time (see grammar) when • begin to use capitalisation in own writing, e.g. for names, headings, titles, emphasis • re-read own writing for sense and punctuation	lines as models • build individual word-collections of personal interest, significant words or those linked to particular topics • listen to, read and discuss a wide range of explanatory texts • discuss the merits/limitations of particular explanation texts • read flowcharts or cyclical diagrams explaining other processes • identify key words, phrases or sentences in reading • how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. o explore titles of explanations texts and identify that they usually begin with 'how' or 'why' o write general statements to introduce topics being	constructions • evaluate effectiveness of own explanatory texts	e.g. catch/caught, see/saw, go/went and to use past tense consistently for narration • identify speech marks in reading, understand their purpose, use the terms correctly • use capital letters, full stops, question marks and exclamation marks to demarcate sentences • use commas to separate items in a list • identify expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • discuss and compare story themes • give views about a story, using words and phrases from the text to support viewpoints • discuss similarities in story settings and express	point of a process or own intended explanation • make use of words collected from reading and work in other subjects in own oral and written explanations • explore ways of writing ideas in shortened forms, e.g. notes or lists, to understand that some words are more essential to meaning than others • draw on and use new vocabulary from reading explanatory texts • make use of simple formats to capture key points, e.g. flow chart • evaluate effectiveness of own explanatory texts	explanations and instructions before writing them

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	explained e.g. In the winter some animals hibernate • discuss the purpose of note-taking and look at simple examples • discuss different purposes and methods of making notes • identify the purpose for which particular notes will be used • identify intended audience, i.e. self or others • re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions • evaluate effectiveness of own explanatory texts		views clearly, offering supporting evidence • discuss and write simple evaluations of books read and discussed giving reasons identify and describe characters, expressing own views and using words and phrases from texts • prepare and re-tell stories individually and through role play in groups, using dialogue and narrative from text • identify and discuss reasons for events in stories, linked to plot • compare differences in story settings • read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication		
Science Weather and seasons Shemini Atzeret – Rain and the water cycle	**Science** Weather and Seasons Materials – buildings in London	**Science** **Materials** – identify and compare the suitability of a variety of everyday materials, including	**Science** **Materials** – identify and compare the suitability of a variety of everyday materials, including	**Science** **Animals** explore and compare the differences between things that	**Science** **Plants:** observe and describe how seeds and bulbs grow into

	Materials/Solids and Gases Why were different products stored in different materials (wooden barrels, glass bottles, wood crates)? Why did the fire of London spread so quickly? What did they do to ensure a fire in London would not spread so quickly What can fuel fire and what can prevent it? Fire cannot pass through gaps.	wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other § identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Humans:** notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Maths • use place value and number facts to solve problems • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent	**Maths** • recognise and use the inverse relationship between addition and subtraction and use this to check	**Maths** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and	**Maths** choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and	**Maths** • choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers	**Maths** • identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the

and estimate numbers to 100 using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • identify, represent and estimate numbers to 1000 using different representations (Y3) • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • read and write numbers to at least 100 in numerals and in words • read and write numbers up to 1000 in numerals and in words (Y3) • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given num• • recall and use addition and subtraction facts to 20 fluently, and	calculations and solve missing number problems • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • estimate the answer to a calculation and use inverse operations to check answers (Y3) • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays,	subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • estimate the answer to a calculation and use inverse operations to check answers (Y3) • recognise and use symbols for pounds	order mass and record the results using >, < and = • recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity • write simple fractions for example, of 6 = 3 • recognise the equivalence of and • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time	and measuring vessels • compare and order mass and record the results using >, < and = • recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3) • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	properties of 3D shapes, including the number of edges, vertices and faces • identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2D and 3D shapes and everyday objects • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and

derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (Y3)ber (Y3)	repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and	(£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales • compare and order length and record the results using >, < and =			three-quarter turns (clockwise and anticlockwise) • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data

	multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot				
Computing Scratch – We are city Explores	**Computing** We are game testers	**Computing** We are photographers	**Computing** We are researchers	**Computing** We are detectives	**Computing** We are zoologists
Art London skyline pictures and sketches from the Southbank. Observational drawings of London Landmarks. Batik map of children's journeys to school Self Portrait silhouettes.	**Art** Paper and matchstick Tudor houses - Fire sculptures. Great Fire Of London.	**Art**– Creating own Mode of Transport for an environmentally friendly London: Vehicles. Science: Environmentally friendly, different fuels and energies. Designed advertising and animated and filmed it.	**Art** Linked with poetry and illustrations	**Art** Rainforest themed printing, painting and sculpture. .	**Art** Plants, fruit, seeds, roots – installation. Observational drawing and printing textiles. Picnic blanket design – cooking. Growing and making food. Allotment.
Jewish Education Jewish population in Muswell Hill Festivals •to discuss why rain is important in UK and Israel, •to create rain poems,	**Jewish Education** Jewish areas in London –where are they and why are they in those places. Famous synagogues in London.	**Jewish Education** Shabbat – driving on Shabbat – how do Jewish people travel around on Shabbat? Importance of Shabbat and the Shabbat Table. How do families in our school celebrate	**Jewish Education** Pesach and Purim focus Making own Haggadah Looking at Meggillah Esther and re writing the story. • recall the story of	**Jewish Education** Omer –counting the Omer, why we do this Maths activities and investigations connected to the days of the Omer Shavuot	**Jewish Education** Kashrut – what it is and understanding the rules and rituals behind it. Preparation for the Shacharit assembly

•design and make rain sticks, to name at least 10 Torah stories in order, to experience and participate in celebrating the Torah scroll, to explain the constituent parts of a Torah scroll. To discuss the differing customs that take place in the wider school community on SA and ST, To be able to read or sing the berachot for torah reading dwelling in the sukkah, "leshev ba sukkah", to name the arba minim. Reflecting on my year, how I can be a better member of my community, participate in tashlich, learn and sing avinu malkeinu, That YK occurs 10 days after RH, story of Jonah, shofar, concept of fasting know and connect notes of Shofar, name 4 customs of RH; round challah, white in synagogue, new foods, and symbolic foods for your community. Concept of communal prayer. Attending communal services e.g children services	Chanukah – retelling the story. Candle lighting in London. Singing at Jewish Care. • Sing and perfrom a variety of Chanukah songs • Explain the reasons behind eating oily foods • designing own mathematical • driedel games, particiapate in local communal/Haringey Chanukiah lighting • to explain the manner of lighting candles, • to invite and host members of the community to a chanukiah lighting (Year 2 visit to Trafalgar SQ Chanukah candle lighting) consider the story 's message about freedom to live as you want • design and making chanukiot based on local landmarks • reciting and	Shabbat. • The different celebrations of Shabbat including family rituals at home, other communal Shabbat celebrations. • Consider and create a "Shabbat Table" Display and share the different celebrations of Shabbat within the Eden community. Class celebration of Shabbat (Ezer Kef link) What do different communites do on Shabbat? • Understand and explain that Shabbat is a day of rest, peace and relaxation and how it relates to the story of creation, talk about compare and explain their own experience of Shabbat: • candle lighting, Kiddush, ha motzi, havdala • exploring the weekly Parasha and what lesson for life it teaches	Megillah Esther and describe some of characters (connection with Literacy), • seeing a range of megillot and comparing it to a Sefer Torah, • to participate in giving mishloach manot one to friend, one to family, • to explain how dressing up is connected to the hidden identity of Esther and God in the story, • to participate in matanot laevyomin – caring for the community, • to know the 4 mitzvot of Purim (megilla twice, seuda, mishloach manot, matanot laevyomin), • can recall the Pesach story especially creation of Um Yisrael • different communal customs • to explain significance of cleaning and preparing for Pesach • to demonstrate an understanding of the symbols of Seder Plate • to share their family/communal customs,	understand and explain significance of Matan Torah Talk about the 10 commandments with communal focus To discuss what law related people/organisations exist in Muswell Hill Link to British Values - the rule of law	

	leading brachot for KS1 • to be able to lead the singing of at least the first verse of Maoz Tzur		• to participate in making the "London" haggadah (comparison between London and Egypt). • To quantify what the concept of a communal Seder is, • to write a recall of the Exodus story as a newspaper		
RE and Diversity Mutual Respect: - Religions in Muswell Hill - Churches in Muswell Hill - Other places of worship and religions in Muswell Hill	**RE and Diversity** Tolerance of Those of Different Faiths and Beliefs London – Diversity. Different religions – explore traditions, beliefs, buildings – visitors Islam, Christianity, Buddhism Diwali – celebrations and traditions Know the synagogues they go to, the Jewish communal experiences they participate in, visit and contribute to other community events such as charity fun runs, Cherry Tree wood festival, synagogue fun days	**RE and Diversity** Individual Liberty How did people arrive in London? Where have they come from? • Explore and discuss the connection between middot, mitzvot and being a London citizen with special reference to Pirkei Avot • Engage in debates and discussions about how to be a better member of the British Community. Select and engage in a national campaign • Incorporate Jewish values into their own lives at school and at home, in their country	**Re and Diversity** The rule of Law Easter – how is it celebrated in London Different artists in London from different religions and backgrounds	**RE and Diversity** Democracy Different communities who live in the Rainforest and their beliefs and customs – different from our own	**RE and Diversity** Food in London from around the world Ramadan – its importance in Islam

	or celebrations, London festivals and special days Know the Jewish experiences they participate in at home, school and as part of the community Know who a rabbi, priest, imam, nun, MP, local councillor is, meet and get to know local rabbis				
School Trip Local area visit-Muswell Hill. Southbank Drawing	**School Trip** Museum of London	**School Trip/Visitor** A day in London on transport		**School trip** Floating classroom or Kew Gardens	
Geography/History Maps and mapping our journey to school Data handling of shops and buildings in Muswell Hill Physical and human features	**History** – the Great fire of London Geography – London and its sky line. Where are things	**Geography** – journeys and transport. Tube maps and planning journeys. **– tube map – grid references, Maps of London** History – transport in London through the ages		**Geography** – Map work – locating Rainforests on the map. Rainforest location Importance of preserving the rainforest. Impact of pollution..	**Geography** Olympic park – where is it and why is it there in London
Music Songs for Festivals	**Music** Old London songs	**Music** – composing their own piece of music using different transport of London sounds	**Music** – music appreciation – Music from London and by London artists	**Music** – composition – sounds of the Rainforest–	**Music** Composition – a jingle to encourage people to keep fit and eat healthy
Tefillah Morning prayers	**Tefillah** 2nd and 3rd paragraph of the Shema	**Tefillah** Birchat Ha'mazon – 2nd paragraph	**Tefillah** She Hakol Mezonot	**Tefillah** Bezeit Yisrael Etz Chayim Hi	**Tefillah** Preparing for Shacharit assembly

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			Baruch She'amar	Fri night kiddush	
PE Games Gymnastics	**PE** Netball Gymnastics	**PE** Tennis Dance	**PE** Tag Rugby Gymnastics	**PE** Quick Cricket Dance	**PE** Athletics Gymnastics
Values Introducing values and Excellence; • Embracing challenge • High expectations • Determination, effort and resilience • Thinking • Confidence • Pride in our achievements	**Values** Responsibility; • Care for each other • Care for school • Care for nature and the environment • Care for the wider community • Taking responsibility for our learning	**Values** Respect; • Compassion • Kindness • Valuing all others - children and adults • Getting along	**Values** Community; • Inclusive • Unity • Celebrating difference/unique ness • Diversity • Inclusion of children with Sen and from different faiths and backgrounds • Family	**Values** Creativity; • Courage • Curiosity • Exploration • Innovation • Fun • Risk taking • Innovative teaching and learning	**Values** Review of all values.
Hebrew **Tishrei Chagim** **Shabbat** **Family(revision)** **Blending,letter recognition**	**Hebrew** **Toys** **Reading focus words** **Blending** **Chanukka**	**Hebrew** **Home** **Reading focus words** **Blending**	**Hebrew** **Colours** **Numbers** **Pesach**	**Hebrew** **Food** **Home(revision)**	**Hebrew** **Reading (two and three syllables)**