Shtillim - Year 2   Year Long Curriculum Plans 2018-19
Year long theme: My Community - The School and Our Local Community - London

Autumn a	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project: **We live in London:** Muswell Hill and the local area **Jewish Festivals of Tishrei**	**Project:** **London History** Great Fire of London, the Plague, history of the Tower of London, Samuel Pepys	**Project:** **London Transport** History of transport Tube/ Maps	**Project:** **Michael Rosen**, London artist. Biography and a close study of his poetry. **Purim and Pesach**	**Project:** **The Amazon Rainforest**	**Project:** **Coldfall Woods**
Integration: Geography/Literacy/ Jewish learning Maps with Laura F	**Integration:** History/D&T/science (materials) /literacy	**Integration:** History/D&T/science (materials)	**Integration:** Literacy/Jewish learning	**Integration:** Literacy/art/science	**Integration:** Literacy/science/tefillah in the woods
Culminating project: Maps with Laura F Book or display of Claude writing	**Culminating project:** London Museum in the classroom – special opening for parents Burning the houses to recreate the fire	**Culminating project:** Making a vehicle for sustainable London travel	**Culminating project:** Making a Haggadah to take home	**Culminating project:** Making the layers of the rainforest – in drawing or 3d Making a class book of rainforest writing Animations	**Culminating project:** Weekly Forest School culminating in art exhibition in the woods for parents
Trips /special events: Drawing trip to the South Bank Bridge workshop with Keren Querfurth.	**Trips /special events:** Trip Museum of London, Docklands	**Trips /special events:** Visit from Ariella Levine and Brendan Hodges from TfL	**Trips /special events:** Poetry Workshop	**Trips /special events:** Five senses immersive classroom for the start of the project	**Trips /special events:** Sleepover Shacharit service
English **Key text:** *Claude in the City* by Alex T. Smith (Power of Reading) **Genre for writing:** narrative (story writing) – settings, description,	**English** **Key texts:** Samuel Pepys' Diary; Non-fiction books about the history of London and the great fire. **Genres for writing:** recount; diary; letter;	**English** **Key texts:** *Katie in London* by James Mayhew; Non-fiction books about London and transport **Genres for writing:**	**English** **Key text:** Michael Rosen's poetry **Genres for writing:** Poetry Reviews of poems Questions to ask an author	**English** **Key text:** Non-fiction books about the rainforest; *Jaguar* and *Rainforest* by Helen Cowcher, *The Salamander Room* by Anne Mazer	**English** **Key text:** *The Pea and the Princess* by Mini Grey **Genres for writing:** Instructions (eg for growing, cooking)

story planning, writing conversation, write own version of Claude story linked with Muswell Hill; letter writing	poster	descriptive writing; writing from the point of view of Katie/Jack or the Lion; narrative based on a different day out for Katie, Jack and the lion	Purim and Pesach story retelling.	*The Great Kapok Tree* by Lynne Cherry **Genres for writing:** Explanation writing, eg how spider monkeys are adapted to live in their habitat. Non-chronological reports: animals in the rainforest Descriptive writing about the rainforest. Fiction retelling/innovating a narrative based on *The Great Kapok Tree*	Descriptions of princesses/poster advertising for a suitable princess
Science **Weather and seasons** London weather compared to Israel Sukkot – harvest season here and in Israel Shemini Atzeret – Rain and the water cycle	**Science** **Weather and seasons** **Materials** Buildings in London, link to fire, how fire spread.	**Science** **Weather and seasons** **Materials** Link to D&T, making a vehicle	**Science** **Weather and seasons**	**Science** **Weather and seasons** in the Amazon rainforest **Animals and Plants** Alive, once alive, never alive; what do all living things need to survive; habitats; food chains; micro habitats	**Science** **Weather and seasons** in Coldfall Woods **Plants:** Plant life cycle, how seeds and bulbs grow; how plants grow best. **Humans:** Life cycle, exercise, healthy eating, 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 and estimate numbers to 100 using different representations, including the number line	**Maths** • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems •solve problems with addition and subtraction: using concrete objects and pictorial	**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 subtraction of one number from another cannot •add and subtract	**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 -choose and use appropriate standard units to estimate and measure capacity (litres/ml) and	**Maths** • consolidation of all Year 2 objectives • application of all objectives to problem solving	**Maths** • consolidation of all Year 2 objectives • application of all objectives to problem solving

•compare and order numbers from 0 up to 100; use <, > and = signs •recognise the place value of each digit in a three-digit number •read and write numbers to at least 100 in numerals and in words •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 number •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 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	representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods •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 •recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •calculate mathematical	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 •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 •recognise and use symbols for pounds (£) 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	temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels •compare and order mass and record the results using >, < and = •recognise, find, name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity -write simple fractions, $\frac{1}{2}$ of 6 = 3 and recognise the $\frac{2}{4}$ and $\frac{1}{2}$ -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 •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 three-quarter turns (clockwise and anticlockwise)		

two-digit numbers; adding three one-digit numbers	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 •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	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 = -identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line •identify and describe the 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			
Computing *We are explorers* 'Home to school' Programming on screen	**Computing** *We are photographers* Taking, selecting and editing digital images (link to South Bank trip)	**Computing** *We are games testers* Exploring how computer games work (transport theme)	**Computing** *We are detectives* Communicating clues	**Computing** *We are researchers* Researching a topic	**Computing** *We are zoologists* Recording bug hunt data

Art	Art and D&T	Art and D&T	Art	Art	Art
Maps, eg map of the journey to school. Self Portraits	Observational drawings and photographs of London Landmarks. Paper Fire sculptures. Great Fire Of London.	Designing and making a model vehicle for sustainable London travel	Haggadot	Rainforest themed printing, painting and other activities initiated by the children, eg layers of the rainforest Animations	Plants, fruit, seeds, roots - observational drawing and printing textiles. Large scale layered group works in the woods
Jewish Education Jewish population in Muswell Hill – synagogues and community events Festivals: Rosh Hashanah (9th-11th Sept), Yom Kippur (18th-19th Sept), Sukkot (23rd-30th Sept), Shemini Atzeret (30th Sept – 2nd Oct), Simchat Torah (1st-2nd Oct).	**Jewish Education** Jewish areas in London –where are they and why are they in those places? Famous synagogues in London. Chanukah (2nd-10th December) – retelling the story. Candle lighting in Muswell Hill and London.	**Jewish Education** Shabbat Exploring the weekly Parasha and what lesson for life it teaches	**Jewish Education** Purim (20th-21st March) and Pesach (19th - 27th April) Megillah Esther Make a "London" haggadah Retelling the stories of Megillah Esther and the exodus from Egypt.	**Jewish Education** Kashrut: what it is and understanding the rules and rituals behind it.	**Jewish Education** Omer Shavuot (8th-10th June) Talk about the 10 commandments with communal focus Link to British Values - the rule of law Preparation for the Shacharit assembly
RE and Diversity Mutual Respect Religions in Muswell Hill Churches in Muswell Hill Other places of worship in Muswell Hill Know the synagogues they go to, the Jewish experiences they participate in at home,	**RE and Diversity** Tolerance of Those of Different Faiths and Beliefs Diversity across London Different religions: explore traditions, beliefs, buildings - Islam, Christianity, Hinduism, Sikhism, Buddhism	**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	**RE and Diversity** Democracy Easter – how is it celebrated in London?	**RE and Diversity** The rule of Law, compare to the Ten Commandments 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

school and as part of the community eg charity fun runs, Cherry Tree wood festival, synagogue fun days or celebrations, London festivals and special days.	Diwali – celebrations and traditions Know who a rabbi, priest, imam, nun, MP, local councillor is, if possible meet local rabbis				
PSHE **Others and me in my class** Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country , world.	**PSHE** **Developing Confidence** Understand more about their own feelings and how to manage them.	**PSHE** **Keeping money safe** Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.	**PSHE** **Rights and Responsibilities** Understand that everyone has rights and responsibilities as members of families and the wider community.	**PSHE** **Keeping myself healthy** How exercise helps them to keep healthy, the food choices can help keep them be healthy, how to keep themselves clean, how to prevent the transfer of infections at a basic level, some things that change as a baby grows into an older person.	**PSHE** **Differences** Describe the similarities and differences between boys and girls, know the names for the main parts of the body (including private parts), understand that making a new life requires a male and a female, identify some choices for a healthy lifestyle.
Geography Maps and mapping our journey to school Data handling of shops and buildings in Muswell Hill Physical and human features of Muswell Hill.	**Geography** London sky line – field work trip to sketch Know map of UK – 4 countries and capital cities.	**Geography** London transport. Tube maps and planning journeys. Maps of London	**Geography** Climate in Israel and in UK – locate equator, arctic and Antarctic on the globe – hot and cold zones.	**Geography** Rainforest study	**Geography** Fieldwork around the school and in Coldfall Woods eg comparing the plants and animals in school grounds and Coldfall Woods.
History Muswell Hill – changes over time. Use photography, personal memories, books about local history. Timeline of Muswell Hill.	**History** The great fire of London. Retell the story. Samuel Pepys - diary, biography. Plague History of the Tower of	**History** Transport in London through the ages. Timeline	**History** Timeline back to exodus Retelling of stories from the past integrated with Purim and Pesach learning	**History** No specific history content	**History** Recount changes in my own life over time (transition to year 3 work)

Significant historical events, people and places in Muswell Hill. Changes within living memory.	London.				
Music Songs for Festivals/performance	**Music** Old London songs	**Music** Composing their own piece of music using different transport of London sounds	**Music** Appreciation of Music from London and by London artists	**Music** Composition – sounds of the Rainforest Songs from *Yanomamo* eg Jaguar and Monkey	**Music** Tefillah for Shacharit service (listen to/sing Coldfall Woods composition from Albert Hall 2018?)
Tefillah Morning prayers	**Tefillah** Morning prayers Mashiv haruach u morid ha gashem 2nd and 3rd paragraph of the Shema	**Tefillah** Birchat Ha'mazon – 2nd paragraph	**Tefillah** She Hakol Mezonot Baruch She'amar	**Tefillah** Bezeit Yisrael Etz Chayim Hi Fri night kiddush	**Tefillah** Preparing for Shacharit assembly
PE Gymnastics	**PE** Ball skills	**PE** Tennis	**PE** Tag Rugby	**PE** Quick Cricket Dance	**PE** Athletics