

Shtillim - Year 2 Year Long Curriculum Plans 2024 - 25

Year long theme: My Community - The School and Our Local Community - London

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Project:</p> <p>Muswell Hill Claude in Muswell Hill books</p> <p>We live in London: Muswell Hill and the local area</p> <p>Jewish Festivals of Tishrei</p>	<p>Project:</p> <p>London History Great Fire of London, the Plague, history of the Tower of London, Samuel Pepys</p>	<p>Project:</p> <p>London Transport History of transport Tube/ Maps</p>	<p>Project:</p> <p>Purim and Pesach</p> <p>(Michael Rosen, London artist. Biography and a close study of his poetry.)</p>	<p>Project:</p> <p>The Amazon Rainforest</p>	<p>Project:</p> <p>Coldfall Woods</p>
<p>Integration: Geography/Literacy/Jewish learning</p>	<p>Integration: History/D&T/science (materials) /literacy Maps with Laura F</p>	<p>Integration: History/D&T/science (materials)</p>	<p>Integration: Literacy/Jewish learning</p>	<p>Integration: Literacy/art/science</p>	<p>Integration: Literacy/science/tefillah in the woods</p>
<p>Culminating project:</p> <p>Book and/or display of Claude writing: "Claude in Muswell Hill".</p>	<p>Culminating project:</p> <p>Diary extract and an assembly of what we have learnt about the great fire of London.</p>	<p>Culminating project:</p> <p>Making a vehicle for sustainable London travel.</p>	<p>Culminating project:</p> <p>Making a Haggadah to take home.</p>	<p>Culminating project:</p> <p>Making the layers of the rainforest – in drawing or 3d</p> <p>Making a class book of rainforest writing</p>	<p>Culminating project:</p> <p>Weekly Forest School culminating in art exhibition in the woods for parents</p>
<p>Trips /special events:</p> <p>Walk around the local area</p>	<p>Trips /special events:</p> <p>Trip To St Paul's Cathedral for a workshop on the Great Fire of London</p>	<p>Trips /special events:</p> <p>Possible visit from Ariella Levine and Brendan Hodges from TfL. Parkland walk. Trip to Transport Museum.</p>	<p>Trips /special events:</p> <p>Poetry Workshop Trip to Transport Museum.</p>	<p>Trips /special events:</p> <p>Five senses immersive classroom for the start of the project.</p>	<p>Trips /special events:</p> <p>School sleepover. Shtillim to lead Shacharit service whole school assembly.</p>

<p>English</p> <p>Key text: <i>Claude in the City</i> by Alex T. Smith (Power of Reading)</p> <p>Genre for writing: narrative (story writing) – settings, description, story planning, writing conversation, write own version of Claude story linked with Muswell Hill; letter writing.</p> <p>Vocabulary, grammar and punctuation: Past progressive tense. Forming adjectives using <i>-ful, -less</i>. Using <i>ly-</i> to turn adjectives into adverbs.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>English</p> <p>Key texts: Samuel Pepys' Diary; Non-fiction books about the history of London and the great fire.</p> <p>Genres for writing: recount; diary; letter; poster</p> <p>Vocabulary, grammar and punctuation: Subordinating conjunctions (<i>when, if that because</i>)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>English</p> <p>Key texts: <i>Katie in London</i> by James Mayhew; Non-fiction books about London and transport</p> <p>Genres for writing: 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</p> <p>Vocabulary, grammar and punctuation: Correct and consistent use of past tense.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>English</p> <p>Key text: Michael Rosen's poetry</p> <p>Genres for writing: Poetry Reviews of poems Questions to ask an author Purim and Pesach story retelling.</p> <p>Vocabulary, grammar and punctuation: Forming nouns using suffixes such as <i>-ness, -er</i>.</p> <p>Co-ordinating conjunctions (<i>or, and but</i>).</p> <p>Correct and consistent use of present tense.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>English</p> <p>Key text: Non-fiction books about the rainforest; <i>Jaguar</i> and <i>Rainforest</i> by Helen Cowcher, <i>The Salamander Room</i> by Anne Mazer <i>The Great Kapok Tree</i> by Lynne Cherry</p> <p>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 <i>The Great Kapok Tree</i></p> <p>Vocabulary, grammar and punctuation: Using suffixes <i>-er, -est</i> in adjectives.</p>	<p>English</p> <p>Key text: <i>The Minpins</i> by Roald Dahl <i>The Secret Sky Garden</i> by <i>The Pea and the Princess</i> by Mini Grey</p> <p>Genres for writing: Instructions (eg for growing, cooking) Descriptions of princesses/poster advertising for a suitable princess</p> <p>Vocabulary, grammar and punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>
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<p><u>Maths</u></p> <p>Numbers within 100. Addition and Subtraction of two-digit numbers. Addition and subtraction word problems.</p>	<p><u>Maths</u></p> <p>Measures: length Graphs Multiplication and division Autumn written assessments</p>	<p><u>Maths</u></p> <p>Time Fractions Addition Subtraction of two-digit numbers (regrouping & adjusting)</p>	<p><u>Maths</u></p> <p>Money Face, Shapes, Patterns Lines and Turns Spring written assessments</p>	<p><u>Maths</u></p> <p>Numbers within 1000 Measures: Capacity and volume Measure: Mass</p>	<p><u>Maths</u></p> <p>Exploring calculation strategies Exploring multiplicative thinking Summer written assessments</p>
<p><u>Science</u></p> <p>Uses of everyday materials.</p> <p>Identify and compare the suitability of a</p>	<p><u>Science</u></p> <p>Uses of everyday materials.</p>	<p><u>Science</u></p> <p>Animals including humans.</p> <p>Notice that animals, including humans have</p>		<p><u>Science</u></p> <p>Living things and their habitats in the Amazon rainforest.</p>	<p><u>Science</u></p> <p>Plants.</p> <p>Observe and describe how seeds and bulbs</p>

<p>variety of everyday materials.</p> <p>Become familiar with how some materials are used for more than one thing.</p>	<p>Buildings in London, link to fire, how fire spread.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Link to D&T, making a vehicle... this half term and next</p>	<p>offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitat 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>	<p>grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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<p><u>Computing</u> <u>Online Safety</u></p> <p>Use the search facility to refine searches on Purple Mash by year group and subject. Share the work they have created to a display board. Begin to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.</p>	<p><u>Computing</u> <u>Effective Searching</u></p> <p>Recall the meaning of key Internet and searching terms. Complete a quiz about the Internet.</p> <p><u>Making Music</u></p> <p>Understand what 2Sequence is and how it works. Use the different sounds within 2Sequence to create a tune. Explore how to speed up and slow down tunes. Understand what happens to the tune when sounds are moved.</p>	<p><u>Computing</u> <u>Spread sheets</u></p> <p>Explain what rows and columns are in a spreadsheet. Open, save and edit a spreadsheet. Children can add images from the image toolbox and allocate them a value. Add the count tool to count items. Make a table and block graph.</p>	<p><u>Computing</u> <u>Creating Pictures</u></p> <p>Describe the main features of impressionist art. Use 2Paint a Picture to create art based upon this style.</p> <p><u>Presenting ideas</u></p> <p>Presenting a Story Three Ways Presenting Ideas as a Quiz Making a Non-Fiction Fact File Making a Presentation</p>	<p><u>Computing</u> <u>Questioning</u></p> <p>Using and Creating Pictograms Asking Yes / No Questions Using 2Question - a Computer-Based Binary Tree Program Children understand what is meant by a database. Children have used a database to answer simple and more complex search questions</p>	<p><u>Computing</u> <u>Coding</u></p> <p>Explain that an algorithm is a set of instructions. Describe the algorithms they created. Explain that for the computer to make something happen, it needs to follow clear instructions. Create a computer program that includes different objects types. Modify the properties of an object.</p>
<p><u>Art</u> <u>London buildings and bridges</u></p> <p>Architecture and construction.</p>	<p><u>Art and D&T</u> <u>Maps</u></p> <p>Current and historical. Google Earth.</p>	<p><u>Art and D&T</u> <u>Wheeled vehicles</u></p> <p>London transport Designing, drawing, constructing a model</p>	<p><u>Art</u> <u>Wheeled vehicles</u></p> <p>London transport Designing, drawing, constructing a model</p>	<p><u>Art</u> <u>Natural world</u></p> <p>Rainforest themed. Observational drawing, creative</p>	<p><u>Art</u> <u>The Woods</u></p> <p>The natural world, contrasting natural environments.</p>

Observational drawings and photographs of London Landmarks. London – Our city.	Drawing, embroidery, batik, hot wax, liquid ink.	vehicle for sustainable London travel.	vehicle for sustainable London travel. Haggadot	drawing, print-making, painting.	Observational drawing, creative drawing, print-making, painting. Plants, fruit, seeds, saplings, roots.
<u>Jewish Education</u> Jewish population in Muswell Hill – synagogues and community events Chagai Tishrei: Rosh Hashanah (15 th - Sept 17 ^h Sept). Concept of new year, shofar sounds, concept of communal prayer. Yom Kippur (25 th Sept). Story of Jonah, Avinu Malkeinu prayer, shofar blowing. Ritual of Yom Kippur: Fasting, Tefillah/Prayer, Repentance (Teshuvah)	<u>Jewish Education</u> Jewish areas in London –where are they and why are they in those places? Famous synagogues in London. Chanukah (7 th December – 15 th December) – The Chanukah story is one of survival and miracles Candle lighting. Traditional oily food retelling the story. Candle lighting in Muswell Hill and London. Rosh Chodesh,	<u>Jewish Education</u> Purim (23 rd March) Megillat Esther The story of Purim and Esther. Leyning from the megillah. Rosh Chodesh, weekly parashiot and daily tefilah. Tu b'shvat, 25 th Jan Birthday and celebration of Trees. Environment/ sustainability. Bracha Ha'etz.	<u>Jewish Education</u> Pesach (22 nd April – 30 th April) The story of the Exodus: Yitziat Mitzrayim. The Haggadah, the Seder, traditions and rituals of Pesach. Ma Nishtana. Rosh Chodesh, weekly parashiot and daily tefilah.	<u>Jewish Education</u> The Omer. 49 days between Pesach and Shavuot. Blessing – Sfirat Ha'Omer, Lag Ba'Omer. Israeli Independence Day (14 th May). Shavuot (11 th & 13 th June). Matan Torah, 10 Commandments, dairy food. Sefer Torah contains just the Chumash - Torah stories - know that they are part of a historical Jewish community. Jewish Laws Rosh Chodesh,	<u>Jewish Education</u> Shabbat. The different celebrations of Shabbat including family rituals at home, other communal Shabbat celebrations. 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. Shacharit assembly. Rosh Chodesh, weekly parashiot and daily tefilah.

<p>Sukkot (29th Sept – 6th Oct) Historic and contemporary issues of a harvest festival (multi- faith), the mitzvah of living in the sukkah, shaking the lulav and Etrog and bracha, mitzvah of beautifying the sukkah.</p> <p>Shemini Atzeret (7th Oct)</p> <p>Simchat Torah (8th Oct). The concept that Torah/Chumash is composed of 5 books</p> <p>The story of creation/Bereishit with special focus on Gan Eden. Rosh Chodesh, weekly parashiot and daily tefilah.</p>	<p>weekly parashiot and daily tefilah.</p>			<p>weekly parashiot and daily tefilah.</p>	
<p>Hebrew House: Ginah (garden), Chalon (window), delet (door), vilon (curtain), bayit</p>	<p>Mah yesh babayit? What's in the house? מה יש בבית?</p>	<p>Developing writing skills in block letters: Kaff--Pei Toys- Kubah (cube), Rakevet (train), Kadur</p>	<p>Introducing the names of letters: Look alike letters and sound alike letters for example: vav and</p>	<p>Continued from previous term Part 2 of In My Classroom – Plural Form: Tikim (bags), Sfarim (books),</p>	<p>Mah ata lovesh? Ma at loveshet? (What are you wearing? M/F)</p>

<p>(house), mitah (bed), Atiz (plant pot), televizia, machshev (computer.) Ani gar beh... (I leave in) ... אני גר ב... Chagei Tishrei – Rosh hashana .sukkot .Simchat tora Vocabulary Reading-Aleph champs and books</p>	<p>In my house there is...there isn't... בבית ...שלי יש In my room there is There isn't.... בחדר ...שלי יש Developing writing :skills in block letters Aleph – Yud Chanuka -Vocabulary The jewish calendar Months Tishrei, cheshvan Reading- Aleph champ and books kislev</p>	<p>(ball), telephone, Boobah (doll), Korkinet (scooter), Lego. Yesh li/Ein li- I have I do not have Eifo ha...where is the.. Consolidating reading skills using short, simple texts.for example: Babayit yesh boobah...Bacheder ein kadoor.... Reading- Aleph champ and books according to level</p>	<p>zayin, hai and cheit etc. Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah Reading- Aleph champ and books.</p>	<p>Machbarot (work books), efronot (pencils), mahakim (erasers), mehadedim (sharpeners), mahshevim (computers), kisaot (chairs), Shulchanot (desks), Talmidim (pupils), morim/morot (teachers M/F) Weather revision plus new vocab: meonan (cloudy), meonan chelkit (partly cloudy), shlulit (puddle), shluliot (paddles) Family revision Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah <u>Reading- Aleph champ and books</u></p>	<p>Mah ani lovesh beyom Rishon? What am I wearing on Sunday? etc Colours revision. Picnic Part 1: Verbes: Ochel/ Ochelet (eats M/F) Rotzhe/rotzha (wants M/F), shoteh/shotah (drinks M/F), ohev/ohevet (loves M/F) Reading – Aleph champ and books according to level</p>
<p><u>RE and Diversity</u> Religions, places of worship in Muswell Hill.</p>	<p><u>RE and Diversity</u> Tolerance of Different Faiths and Beliefs</p>	<p><u>RE and Diversity</u> Individual Liberty</p>	<p><u>RE and Diversity</u> Democracy</p>	<p><u>RE and Diversity</u> The rule of Law, compare to the Ten Commandments</p>	<p><u>RE and Diversity</u> Food in London from around the world</p>

<p>Which synagogues do the class go to? The Jewish experiences they participate in at home, school and locally eg charity, London festivals.</p>	<p>Diversity across London Different religion and tradition: Islam, Christianity, Hinduism, Sikhism, Buddhism.</p> <p>Diwali – celebrations and traditions</p> <p>Community leaders. Know who a rabbi, priest, imam, nun, MP, local councillor is, if possible meet local rabbis.</p>	<p>How did people arrive in London? Where have they come from?</p> <p>Explore and discuss the connection between middot, mitzvot and being a London citizen with special reference to Pirkei Avot.</p>	<p>Easter – how is it celebrated in London?</p>	<p>Different communities who live in the Rainforest and their beliefs and customs – different from our own</p>	<p>Ramadan – its importance in Islam</p>
<p><u>PSHE</u> 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.</p>	<p><u>PSHE</u> Developing Confidence Understand more about their own feelings and how to manage them.</p>	<p><u>PSHE</u> 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.</p>	<p><u>PSHE</u> Rights and Responsibilities Understand that everyone has rights and responsibilities as members of families and the wider community.</p>	<p><u>PSHE</u> Keeping myself healthy How exercise helps us 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.</p>	<p><u>PSHE</u> 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.</p>
<u>Geography</u>	<u>Geography</u>	<u>Geography</u>	<u>Geography</u>	<u>Geography</u>	<u>Geography</u>

<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>London. Understand the purpose of a capital city, how this affects population size.</p>	<p>Use a range of source material e.g. writing, film, maps, paintings, photos.</p> <p>Simple fieldwork, observational skills e.g. geography of the school and grounds, key human features and physical features of surrounding environment.</p>	<p>London transport. Tube maps and planning journeys. Maps of London.</p>	<p>Identify location of hot and cold areas in the world in relation to the equator and the North and South Poles.</p> <p>Climate in Israel/Egypt and in UK – locate equator, arctic and Antarctic on the globe – hot and cold zones.</p>	<p>Identify the human and physical features of rainforest vs London.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Jewish communities around the world</p>	<p>Fieldwork around the school and in Coldfall Woods developing understanding of the local area.</p> <p>Comparing the plants and animals in school grounds and Coldfall Woods.</p>
<p><u>History</u></p> <p>The local area – Muswell Hill over time. Use photography, personal memories, books about local history. Timeline of Muswell Hill.</p>	<p><u>History</u></p> <p>London (The Great Fire) Events beyond living memory that are significant nationally or globally. The great fire of London. Retell story.</p>	<p><u>History</u></p> <p>Transport in London through the ages. Timeline</p> <p>History of London transport.</p> <p>Describe differences between then and now.</p>	<p><u>History</u></p> <p>Timeline back to exodus Retelling of stories from the past integrated with Purim and Pesach learning</p>		<p><u>History</u></p> <p>Recount changes in my own life over time (transition to year 3 work).</p> <p>e.g. London Olympics Brexit COVID pandemic Eden Primary building</p>

<p>The history of the Jewish community in Muswell Hill, London, England.</p> <p>Significant historical events, people and places in Muswell Hill. Changes within living memory.</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements. Samuel Pepys' diary, biography.</p> <p>Compare historical and contemporary maps. Muswell Hill at the time of the fire.</p>				Jubilee
<p>Music Songs for Festivals.</p>	<p>Music Old London songs</p>	<p>Music Composing their own piece of music using different transport of London sounds .</p>	<p>Music Appreciation of Music from London and by London artists.</p>	<p>Music Composition – sounds of the Rainforest Songs from <i>Yanomamo</i> e.g. Jaguar and Monkey</p>	<p>Music Tefillah for Shacharit service (listen to/sing Coldfall Woods composition from Albert Hall 2018)</p>
<p>Tefillah Morning prayers Leshev ba'sukkah, netilat lulav Ha etz</p>	<p>Tefillah Morning prayers Mashiv haruach u morid ha gashem Brachot for Hanukah candle lighting. Maoz Tzur. 2nd and 3rd paragraph of the Shema.</p>	<p>Tefillah Birchat Ha'mazon – 2nd paragraph. Preparing for Shacharit assembly.</p>	<p>Tefillah She Hakol Mezonot Baruch She'amar Preparing for Shacharit assembly.</p>	<p>Tefillah Bezeit Yisrael Etz Chayim Hi Preparing for Shacharit assembly.</p>	<p>Tefillah Friday night Kiddush. Havdallah. Preparing for Shacharit assembly.</p>
PE	PE	PE	PE	PE	PE

<p><u>Multi skills</u> Can master basic movements such as running, jumping, throwing and begin to apply these to a range of activities.</p> <p><u>Space Dance</u> To perform dances using pattern of simple movement patterns</p>	<p><u>Ball Skills</u> Can master movements such as running, catching and throwing and begin to apply these in a range of activities. Can demonstrate agility, balance, co ordination. In team games, has developed simple tactics for attacking and defending. Can compete against self in a range of increasingly challenging situations.</p> <p><u>Winter Dance</u> Co operation with a dance partner. Making simple movement patterns To move in time to the music.</p>	<p><u>Gymnastics</u> Can master basic movements such as jumping and begin to apply these in a range of activities. Can demonstrate agility, balance, co ordination.</p> <p><u>Dodgeball Social Focus</u> To compete against ourselves and set personal best. To learn to communicate with others through a game. To compete positively when working as part of a team.</p>	<p><u>Kwik Cricket</u> Can master movements such as running, catching and throwing and begin to apply these in a range of activities. Can demonstrate agility, balance, co ordination.</p> <p><u>Jungle Dance</u> To perform dances using simple</p>	<p><u>Athletics</u> Can master basic movements such as running, jumping, throwing and begin to apply these to a range of activities.</p>	<p><u>Tennis</u> Can master movements such as running, catching and throwing and begin to apply these in a range of activities. Can demonstrate agility, balance, co ordination.</p>
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