

**Year 2 Curriculum**

	Autumn 1- 7 weeks	Autumn 2- 7 weeks	Spring 1- 7 weeks	Spring 2- 6 weeks	Summer 1- 5 weeks	Summer 2- 7 weeks
Context	<b>Contrast</b>	<b>Home</b>	<b>Dear Diary</b>	<b>Roald Dahl</b>	<b>Weather</b>	<b>Machines</b>
Texts	Wombat Goes Walkabout  Rainbow Bird  Where the Forest Meets the Sea  Australia Non-fiction Books	The Tunnel  Ice Palaces  Above and Below  Various books on Habitats and Animals	Diary of a Killer Cat  The Great Fire of London- Ways into History  Various books on The Great Fire of London and facts about London	BFG  Revolting Rhymes  George's Marvellous Medicine  Various biographies on Roald Dahl	Dr Xargle's Book of Earth Weather  The Tempest  Bravo Mr Shakespeare  Various books on weather, seasons and climate	Traction Man  Iron Man  Various books on materials
Writing Composition	<p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing for different purposes</li> </ul> <p>To consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> </ul> <p>To make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils</li> <li>-rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>-proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>					
Writing - vocabulary, grammar and punctuation	<p>Learn how to use:</p> <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation, command</li> <li>-correct choice and consistent use of present tense and past tense throughout writing</li> <li>- use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>-co-ordination (using or, and, or but)</li> <li>-subordination (using when, if, that, or because)</li> <li>-apostrophes to mark where letters are missing in spelling</li> <li>-sentences with different forms: statement, question, exclamation, command</li> <li>-use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>-standard English to turn adjectives into adverbs</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>-co-ordination (using or, and, or but)</li> <li>- formation of adjectives using suffixes such as -ful, -less</li> <li>- commas to separate items in a list</li> <li>-apostrophes to mark singular possession in nouns [for example, the girl's name]</li> <li>-formation of nouns using suffixes such as -ness, -er</li> <li>- the present and past tenses correctly and consistently, including the progressive form</li> <li>-subordination (using when, if, that, or because)</li> </ul>					
Reading	<p>Participate in discussion about books/poems and other works that our read to them and those at they can read for themselves taking turns and listening to what others say.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discuss their favourite words and phrases.</p> <p>Answering and asking questions.</p> <p>Explain and discuss their understanding of poems and other materials both those that they listen to and those that they read themselves.</p>					

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	<p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Listen to, discussing and expressing views about a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Continuing to build up a repertoire of poems learned by heart, and appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and the retelling a wider range of stories, fairy stories and traditional tales.</p>					
Phonics	ae d ee i	y oe n er	v m.oon j g	f gh m or	h k r t	z eer review and recover
Handwriting	Ascender and descender focus	Units 1-7	Units 8- 14	Units 15-21	Units 22- 27	Review and recover
Maths	<p><b>Unit 2.1 Number and Place Value</b>  <b>Reading and writing numbers to 100 in words and numerals</b>                      read and write numbers to at least 100 in numerals and in words  <b>Recognising place value: tens and units use standard partitioning</b>                      recognise the place value of each digit in a two-digit number (tens, ones)</p> <p><b>Understand that a two-digit can be partitioned in other ways</b>                      See place value unit overview</p> <p>partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</p> <p><b>Using representations for identifying and estimating numbers</b>                      read scales* in divisions of ones, twos, fives and tens                      identify, represent and estimate numbers using different representations                      read scales* where not all numbers on the scale are given and estimate points in between (on numberlines)</p> <p><b>Unit 2.1</b>  <b>Number and Place Value</b></p> <p><b>Using &lt; &gt; and = Symbols</b>                      compare and order numbers from 0 up to 100; use and = signs</p>	<p><b>Addition and Subtraction Bridging Ten</b>                      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</p> <p><b>Addition and Subtraction of Two and Single Digit Numbers</b>                      recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships                      (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</p> <p><b>Unit 2.2</b>  <b>Time</b></p> <p><b>Telling the Time to 5 minute accuracy</b>                      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</p> <p>read the time on a clock to the nearest 15 minutes                      read the time on a clock to the nearest 5 minutes</p> <p><b>Beginning to use time</b></p>	<p><b>Unit 2.4 Measures and Money</b>  <b>Using standard units of measure</b>                      choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels                      read scales* in divisions of ones, twos, fives and tens                      read scales* where not all numbers on the scale are given and estimate points in between</p> <p><b>Unit 2.4 Measures and Money</b></p> <p><b>Comparing measure using =, &gt; and &lt; symbols</b>                      compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Beginning to use money symbols £ and p</b>                      recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p><b>Unit 2.5 Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>➤ <b>Adding and subtracting 10 from two-digit numbers</b></li> <li>➤ <b>Adding two, two-digit numbers</b></li> <li>➤ <b>Subtracting two, two-digit numbers</b></li> </ul> add and subtract numbers using concrete	<p><b>Unit 2.8 Multiplication and Division</b>  <b>Using multiple representations in multiplication and division problems</b>                      solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</p> <p>solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</p> <p>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</p> <p><b>Unit 2.10 Fractions and equivalence</b>  <b>Recognising and writing <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> in a variety of situations</b>                      recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>identify <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape,</p>	<p><b>Unit 2.9 Comparing Data</b>  <b>Interpreting and creating pictograms, tally charts, block charts and tables</b>                      interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p><b>Unit 2.7</b>  <b>Properties of shape</b></p> <p><b>Naming, describing and sorting 2-D shapes based on number of sides and simple symmetry</b>                      identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p><b>Naming and describing 3D shapes</b>                      identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces                      name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry</p> <p><b>Unit 2.11</b>  <b>Movement, patterns and shapes</b></p> <p><b>Accurately describing position, direction and movement</b>                      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</p>	<p><b>Formalising addition and subtraction- column method</b>  <b>Teaching link</b>                      add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</p> <p><b>Making links between times tables</b></p> <p><b>Linking the 2s,4s and 8 times tables</b></p> <p><b>Linking the 3s, 6s and 9 times tables, follow</b>                      taught in readiness for Year 3</p>

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<p><b>Unit 2.3</b> <b>Using place value and number facts</b></p> <p>use place value and number facts to solve problems</p> <p><b>Unit 2.3</b></p> <p><b>The Number Line and Place Value</b></p> <p><b>Counting forwards and backwards in steps of 2,3 and 5 from zero</b></p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p>	<p><b>intervals</b></p> <p>compare and sequence intervals of time</p>	<p>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</p> <p>add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</p> <p><b>Knowing that addition is commutative, but subtraction is not</b> show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p><b>Checking calculations and solving problems by understanding the relationship between addition and subtraction</b> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p><b>Using concrete and pictorial approaches for solving a variety of addition and subtraction problems</b> use reasoning about numbers and relationships to solve more complex problems and explain their thinking</p> <p><b>Unit 2.6 Calculating with Money</b></p> <p><b>Solving simple money problems involving giving change</b></p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \square</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)</p>	<p>and know that all parts must be equal parts of a whole</p> <p><b>IMPORTANT TEACHING POINT: ENSURE CHILDREN UNDERSTAND <math>\frac{2}{2}=1</math>, <math>\frac{3}{3}=1</math> AND <math>\frac{4}{4}=1</math></b></p> <p><b>Unit 2.10 Fractions and equivalence</b></p> <p><b>Recognising simple equivalent fractions</b></p> <p>write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>4 \div 2</math> and <math>\frac{1}{2}</math>.</p> <p><b>Unit 2.9 Comparing Data</b></p> <p><b>Reading tables, tally charts, bar charts and pictograms</b></p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p><b>Comparing with tables, tally charts, bar charts and pictograms</b></p> <p>ask and answer questions about totalling and comparing categorical data.</p> <p>read scales* in divisions of ones, twos, fives and tens</p> <p>read scales* where not all numbers on the scale are given and estimate points in between (on numberlines)</p>	<p>and three-quarter turns (clockwise and anti-clockwise)</p> <p><b>Recognising order in patterns and sequences</b></p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b>Unit 2.11 Movement, patterns and shapes</b></p> <p><b>Comparing and sorting common 2-D and 3-D shapes</b></p> <p><b>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</b></p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</p> <p><b>Problem solving and reasoning</b></p> <p><b>Teaching link&gt;Teaching and Learning 2020-2021&gt; Curriculum&gt; Maths&gt;New Curriculum&gt;Resources&gt;Year 2</b></p> <p>applying all taught knowledge and understanding to a range of problems and reasoning tasks</p>
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**Forming monetary amounts with coins**

**Find different combinations of coins that equal the same amounts of money**

use different coins to make the same amount

**Unit 2.8  
Multiplication and Division**

**Writing and solving multiplication and division calculations using appropriate symbols**

calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs

**Using multiplication and division facts (2,5,10)**

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

**Knowing multiplication is commutative but division is not**

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

Maths Fluency

1. Count forwards and backwards from any number in 1s (up to 100)
2. Count forwards and backwards from any number in 10s (up to 100)
3. Apply addition and subtraction facts from Year 1
4. **Composition of numbers 11-19- Teaching point 4-** Learn doubles of numbers to 10 (e.g.  $7 + 7$ ) and related subtraction facts
5. Learn near doubles (e.g.  $5 + 6$  and  $6 + 5$ ) and related subtraction facts

1. Add and subtract 1 and 1s from 2-digit number
2. Add and subtract 10 from any number- relate this to counting forwards and backwards in 10s
3. Add and subtract multiples of 10
4. Recall multiplication and division facts: 10
5. Recall multiplication and division facts: 2

1. Apply all addition and subtraction facts fact learnt in Year 2
2. Count in 3s forwards
3. Count forwards and backwards from any number in 2s and 5s
4. Apply all multiplication and division facts learnt: 2,5, 10s

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	<p>6. <b>Unit 2.2 -Time- Knowing minutes in an hour and hours in a day</b></p> <p>7. <b>Unit 2.2- Telling the Time to 5minute accuracy</b></p> <p>8. <b>Addition and Subtraction Bridging Ten - adding 3 single digit numbers &amp; practising bridging 10</b></p> <p>9. <b>Teaching point 6 from- Addition and Subtraction Bridging Ten - subtracting through 10</b></p> <p>10. <b>Teaching point 4 from- Addition and Subtraction of Two and Single Digit Numbers</b></p>		6. Recall multiplication and division facts: 5			
Science	<p>Animals including humans – life cycles Notice that animals, including humans, have 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>Living things and their habitats 1 Explore and compare differences between things that are living, dead and things that have never been alive</p> <p>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</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 foods</p>	<p>Uses of Everyday materials 1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Uses of everyday materials 2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants Observe and describe how seeds and bulbs 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> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</p>	<p>Living things and their habitats 2 Explore and compare differences between things that are living, dead and things that have never been alive</p> <p>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</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 foods</p>
History		<p>Local Events To understand significant historical events, people and places in their own locality.</p>	<p>Beyond Living Memory To explore events beyond living memory that are significant nationally or globally.</p>	<p>Significant Individuals To study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in the different periods.</p>		
Geography	<p>Contrasting Non-European Country. To understand the geographical similarities and differences through studying the humans and physical geography of a small area in a contrasting non-European country.</p>				<p>Weather, Continents and Oceans To identify seasonal and daily weather pattern in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>To use maps, atlas and globe to name and locate the world's 7 continents and 5 oceans.</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Fieldwork To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments.</p>
Art	Contrasts			Roald Dahl	Weather	

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D&T	Painting: Tints and shades Textile: Weaving			Drawing: Figurative drawing 3D: Clay coil pot	Printing: Mono printing Collage: Representing a mood	
		A2: Home Textiles Using templates, making patters, cutting fabric To make a puppet inspired from The Tunnel	Sp1: Dear Diary Food and Nutrition Healthy choices To make a sandwich with healthy			Su2: Machines Mechanical Systems Wheels and axels: To make a moving toy with wheels and axels
Computing	<p>Know and understand the online safety policy of the school. To understand what personal information is and who you can share it with, including what is not safe to share online. To know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</p> <p>Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. To compare how staying safe online is similar to staying safe in the real world.</p> <p>Recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities. To recognise the impact of good choices and consequences of wrong ones on line.</p>	<p>Use technology purposefully to organise digital content</p> <p>Use technology purposefully to manipulate digital content</p>	<p>Understand that algorithms are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p>	<p>Know and understand the online safety policy of the school. To understand what personal information is and who you can share it with, including what is not safe to share online. To know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</p> <p>Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. To compare how staying safe online is similar to staying safe in the real world.</p> <p>Recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities. To recognise the impact of good choices and consequences of wrong ones on line.</p>	<p>Use technology purposefully to organise digital content</p> <p>Use technology purposefully to manipulate digital content</p>	<p>Debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>
PSHE	<p>How can we maintain healthy relationships? Sharing opinions; listening and cooperating, constructive feedback and support.</p> <p>Children learn to manage emotions and relationships confidently and sensitively.</p> <p>Online: What is safe to share online?</p>	<p>What is bullying? Differences and similarities; acceptable physical contact; bodies and feelings can be hurt; secrets.</p> <p>Children learn to recognise exploitation and abuse; In discussing acceptable physical contact and the children name external genitalia.</p> <p>Online: Who to tell if something online makes them feel uncomfortable.</p>	<p>How to stay healthy? Making informed choices about their physical and mental health choices and consequences; hygiene; medicine</p> <p>Children learn about the implications for mental/physical health as their bodies change; naming external genitalia as part of hygiene discussions</p> <p>Online: Real and imaginary online experiences.</p>	<p>How do we stay safe in different places? Rail/water/fire safety; privacy; how to help others to protect them; name parts of the body.</p> <p>Children discuss how to keep themselves safe; Using the NSPC PANTS recourse the children name external genitalia.</p> <p>Online: Comparing staying safe online with staying safe in the real world.</p>	<p>How can we manage money? Where money comes from and what it is used for; saving; what influences choice.</p> <p>Children discuss how money can affect relationships and what aspects of money can impact on moral values and individual conscience (stealing, peer pressure)</p> <p>Online: Recognising good choices online.</p>	<p>What does it mean to be part of a community? Contributing to community; what improves and harms community; special people in our community who look after and protect us.</p> <p>How the community is supposed to protect them from harm and who to turn to for help (promote help lines)</p> <p>Online: what do we mean by age appropriate activities?</p>
RE	<p>Judaism <b>Signs and symbols</b> L1: LO: To reflect upon my own experiences with signs and symbols L2: L.O: To learn about the main aspects of</p>	<p>Christianity <b>Sacred Places- churches</b> <b>Christmas: symbolism of gift giving</b> L1: L.O: To reflect on why a church is important to Christians L2: L.O: To use key words</p>	<p>Islam <b>Stories</b> L1: L.O: To apply key vocab when talking about religious books. L2: L.O: To explain why the Qur'an is important and how Muslims show</p>	<p>Christianity <b>Stories. Easter: Symbolic significance</b> L1:L.O: To apply key vocab when talking about religious books. L2:L.O: To explain why the Bible is important</p>	<p>Judaism <b>Sacred texts</b> L1:L.O: To explain why the Torah is important L2:L.O: To understand the content of the Torah and that it teaches Jewish people how to</p>	<p>Islam <b>Acts of worship</b> L1:L.O: To consider the significance of prayer for Muslim children L2:L.O: To consider the significance or prayer for Muslim children.</p>

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PE	<p>Judaism                      L3: L.O: To learn the key signs and symbols of the Jewish religion                      L4: L.O: To learn about the Menorah Candle                      L5: L.O: To learn about the Synagogue, place of worship for the Jewish religion                      L6: LO: To know how to handle items of significance within RE</p>	<p>to describe the importance of a church                      L3: L.O: To make predictions based on what I already know                      L4: L.O: To experience the religious meaning of a church                      L5-6:L.O: To understand the meaning of giving at Christmas</p>	<p>this.                      L3-4: L.O: To hear and discuss stories from the Qur'an                      L5:L.O: To plan and create my own cover for the Qur'an using prior knowledge                      L6:L.O: To illustrate my understanding by making my own special book based on ideas using in the Qur'an</p>	<p>and how Christians show this.                      L3:L.O: To listen to and talk about a range of Christian stories from a bible.                      L4:L.O: To understand the story of Palm Sunday and recognise its religious significance.                      L5:L.O: To understand the story of the Last Supper and recognise its religious significance.                      L6:L.O: To understand the story of Good Friday and recognise its religious significance.</p>	<p>live                      L3:L.O: To understand how a Torah scroll is made and what this shows about its importance for Jews                      L4:L.O: To understand the synagogue is the special place where Jews keep the Torah                      L5:L.O: To understand that the Torah has a central place in the synagogue                      L6:L.O: to explain and draw together what they have learnt about the Torah, and about their own special books</p>	<p>L3:L.O: To name and describe special objects that can be found inside a Mosque                      L4:L.O: To understand why a mosque is an important place by describing what happens there                      L5:L.O: To learn and talk about other places where Muslims can worship.                      L6:L.O: LO: To draw and paint my own Mosque</p>
	Invasion Games	Dance	Gymnastics	Striking and Fielding	Athletics	Swimming