

Maths

- **Multiplication & Division Fundamentals:** Children learn both grouping and sharing strategies using the division sign ($\div$), explore inverse operations via bar models, spot 2, 5, and 10 times table patterns on a 100 square, and identify odd versus even numbers using the ones digit.
- **Practical Problem-Solving & Real-Life Links:** The curriculum connects division directly to everyday scenarios (like forming teams or sharing items), prompting pupils to build their own contexts, complete fact families, and solve multi-step word problems using division facts.
- **Statistics & Data Representation:** Pupils independently gather, read, and interpret data using tally charts, block diagrams, tables, and pictograms—practicing skip-counting in 2s, 5s, and 10s.

Science—Plants

- To understand that different seeds grow into different plants and to describe them.
- To understand that plants can be grown from bulbs.
- To be able to explain why and how seeds are dispersed.
- To plan, carry out and evaluate an investigation into the conditions that affect germination.

Art/DT—Textiles:

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Evaluate their ideas throughout and their final products against original criteria.

Music

- Be able to read and perform simple rhythmic patterns using notation- crotchets, quavers and minims, keeping in time with others, with an awareness of accuracy, fluency, and pulse
- Be able to compose simple rhythmic patterns, using notation – crotchets, quavers and minims, keeping in time with others, with

QUR’AN OBJECTIVES:

Tafseer: surat al-Taariq – creations of Allah, keeping promises, our secrets will be revealed, facts about the Qur’an.

RANDOM TEST

PSCHE—Friends

- Know strategies for positive play with friends, e.g. joining in, including others,
- Listening to others and playing cooperatively.
- Know about the things they have in common with their friends, classmates, and other people

PRINCIPLE

Cycle

ETHOS THEME

Allah is Al-Wahhaab (The Giver of Gifts) The One who continually bestows gifts, favours and blessings upon all of creation. It means He not only gives gifts once or twice, but He constantly does so. He is the One who gives freely and endlessly, without expectation of any return. The dunya is a gift from Allah and must be treated as an Amanah.

SUSTAINABILITY THEME

Making puppets using recycled materials.

NAME OF ALLAH

Al-Aḥad (The One, The Unique, The Indivisible)
Al-Wāḥid (The One, The Unique)
Al-Awwal (The First)
Al-Ākhir (The Last)
Al-Bāqī (The Everlasting)
Al-Wahhaab (The Giver of Gifts)

AYAAT/AHADEETH

“And it is He who sends the winds as good tidings before His mercy until, when they have carried heavy rainclouds, We drive them to a dead land and We send down rain therein and bring forth thereby [some] of all the fruits. Thus will We bring forth the dead; perhaps you may be reminded.” (7:57)

ENQUIRY DRIVER

How can we bring traditional tales to life?

BOOKS

The Dragon Machine

DROP DOWN DAY - TRIP

Young V&A museum

Compare the toys of the past to today and how some toys are the same but have evolved and reusing toys: do you have a toy from your parents' past or have you given yours to someone else to keep? Share a story about giving what you love to others e.g., story of Uthman and the well.

Writing

- **Punctuation & Sentence Types:** Using full stops, capital letters, question marks, exclamation marks, and apostrophes correctly across statements, questions, exclamations, and commands.
- **Expanded Noun Phrases:** Combining ambitious adjectives and technical vocabulary to build detailed descriptions (*e.g.*, *razor-sharp*, *scaly claws*).
- **Conjunctions & Subordination:** Linking ideas and explaining cause and effect using coordinating (*and*, *but*, *or*) and subordinating (*because*, *if*, *when*, *so*) conjunctions.
- **Text Formats & Person:** Writing fluently in the first person (I, she, he) for informal/emotive diary entries, and structuring formal or informal letters with correct layouts and tone.
- **Grammar & Word Choice:** Maintaining consistent past tense, incorporating onomatopoeia, using prefixes/suffixes (*-ment*, *-ness*, *-ful*, *-less*, -

History/Geography—Weather patterns

- To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.
- To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.
- To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.
- To begin to find out about ways in which the weather during each season in equatorial and Polar Regions differs from the weather in the United Kingdom.
- To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.
- To learn more about the way seasonal weather in a polar region is different to

PE—Brilliant ball skills

- Sending the Ball: Master controlled underarm throwing, rolling towards a target, and kicking/passing with the inside of the foot.
- Receiving & Tracking: Learn to track a ball visually, move into its path, and "cushion" or trap it securely with hands or feet.

Computing—Algorithms

- I understand what algorithms are that programs need clear algorithms (instructions) to work.
- I can use logic to predict the behaviour of a program.
- Use logical reasoning to predict what a program will do.
- I am aware of internet safety.
- I can test my predictions about a program.

READING

- **Phonics & Decoding:** Rapidly decode unfamiliar multi-syllabic words using known grapheme-phoneme correspondences (GPCs) without overt sounding out.
- **Common Exception Words:** Secure recognition of Year 2 statutory sight words (*e.g.*, *because*, *could*, *should*, *people*, *many*).
- **Suffixes & Spelling Patterns:** Recognize words containing common suffixes (*e.g.*,

ARABIC OBJECTIVES:

In Year 2 we will be learning about the topic of clothes in Arabic. Key phrases will be: ‘What is Ahmad wearing?’, ‘Ahmad is wearing a coat.’, ‘Policeman is wearing a hat.’, ‘Lady teacher is wearing a scarf’ etc.

ISLAMIC STUDIES

5 Pillars of Islam and Backbiting – meaning of it and the harms of backbiting

Qur’an Tafseer: surat al-Taariq – creations of Allah, keeping promises, our secrets will be revealed, facts about the Qur’an.