

Year 2

# Topic List



MANCHESTER  
MUSLIM  
PREPARATORY  
SCHOOL  
FAITH • LEARNING • LIFE

**Class Teacher: Miss Khurshid**

**Teaching Assistant: Mrs Ismail**

**Theme:**

**What A Wonderful World**



**Autumn 2  
2021**

## MATHEMATICS

### Addition and Subtraction

Related facts; bonds to 100 (tens); add and subtract 1s; 10 more and 10 less; add and subtract 10s; add by making 10; add a 2-digit and a 1-digit; subtract a 1-digit number from a 2-digit number- not crossing ten; subtract a 1-digit number from a 2-digit number- crossing ten; add 2-digit numbers; subtract a 2-digit number from a 2-digit number; mixed addition and subtraction; find and make number bonds; bonds to 100; add three 1-digit numbers.

### Money

Recognising coins and money; counting money: pence, pounds and notes and coins; select money; make the same amount; compare money; find the total; find the difference; find change and two step problems.

### Multiplication & Division

Make equal groups; redistribute from unequal groups; add equal groups; make arrays.

## COMPUTING



### Digital Art using computer mouse and keyboard skills

Pupils will develop further their mouse and keyboard skills using Sketchpad and 3Dpaint.

## QURAN

**Memorisation:** Complete memorisation of surah az-Zalzalah and begin surah al-Bayyinah.

**Revision:** from surah al-Adiyat to an-Naas

**Reading:** Continue word reading practice with fathah, then move onto Dam-mah and Kasrah once complete.



## ENGLISH

**Non-Fiction: All about Orang-utans**—In this unit, the children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions, writing their own instructions to tell someone how to care for a pet. In the long writing task, they design and write their own mini non-fiction book or report.

**Non-Fiction: What's the most unusual place to live?** In this unit, the children explore the Big Question: What is the most unusual place in the world to live? They read the interactive eBook, finding information and exploring the layout of non-fiction texts. They use drama and improvisation to imagine living in unusual places and write a postcard based on a model. They answer the Big Question, planning and writing their own screen for the eBook.

### Grammar

Coordinating Sentences

Different Sorts of Sentences

Using commas in a list

## P.E.

**Fundamental skills continued** – explore different ways of moving and develop agility, co-ordination and balance.



## SCIENCE

### Living Things and their Habitats

- To explore and compare the differences between things that are living, dead and never been alive and classify these
- To map a habitat and identify animals in their habitats and microhabitats and identify how an animal is suited to its habitat
- To explain how living things depend on each other and describe how animals get their food- a simple food chain



## ART

### Nature Sculptures

To learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. They will focus on different techniques using natural materials: model making, observational drawing, collecting material, ephemeral land art and group sculpture building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work.



## GEOGRAPHY

### What are the seven wonders of the world?

To name, locate and identify characteristics of the seven continents and oceans

To use world maps, atlases and globes

To use and construct basic symbols in a key

To use basic vocabulary to refer to physical and human features



## ISLAMIC STUDIES

- Importance of Wudu
- Steps of Wudu
- Khadija- wife of the Prophet
- The first revelation
- Quran: Sura Alaq



## PSHE

### Rights Respecting

- To know that people and other living things have rights and that everyone has responsibilities to protect those rights.
- To recognise what is fair and unfair, kind and unkind and what is right and wrong.
- To recognise ways in which we are the same as all other people and what we have in common with everyone else.
- To recognise that they share a responsibility for keeping themselves and others safe.