



Topic driver: Under the blanket of the stars.							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read Aloud Book	<b>Oliver Jeffers focus:</b>  <b>Lost and Found</b>	<b>The way Back Home</b>	<b>Up and Down</b>  <b>Stuck</b>  <b>The days the Crayons Quit</b>	<b>The Owl who was afraid of the dark Jill Tomlinson</b>		<b>The diary of a Killer Cat Anne Fine</b>	
Guided Reading	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Non-Fiction – Habitats Cross Curricular  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Sneaky Peak	Non-Fiction – Habitats Cross Curricular  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Poetry  Treasure  1a, I can use words to explain a poem. I can read a poem using pace and rhythm. I can explain the pictures the poet is drawing.
Writing	<b>Lost and Found – Oliver Jeffers</b>  1. Story whoosh  2. Story plan	<b>Cross Curricular- Habitats – Recount Horniman Museum Trip</b>  1. Write questions for museum  2. Write a recount in 2 parts	<b>Lost and Found – Oliver Jeffers</b>  3. Write opening  4. Build up and dilemma  5. Resolution and ending	Owl Babies / Fox babies  1. Write a setting –a forest description 2. In role as a baby owl – using sense writing sentences (about being scared and how to make themselves feel better) 3. Learn by heart story and add extra thoughts, dialogue and wishes – ext. ending (Oral rehearsal/drama/small world) 4. To box up the story	Owl Babies / Fox babies  6. To write the middle 7. To write the end 8. To Box up new story- Fox babies 9. To retell/learn by heart/drama 10. Add to plan	Owl Babies / Fox babies	How to catch a star <i>Setting description, Character description</i> Conjunctions, Adjectives



<p>Maths</p>	<p>Measuring Length</p> <ul style="list-style-type: none"> <li>Use standard units when measuring</li> <li>Compare and order length in metres (using &lt;,&gt; and =)</li> <li>Use a ruler to measure length in centimetres</li> <li>Compare and order length in centimetres (using &lt;,&gt; and =)</li> <li>Use a ruler to measure lines</li> <li>Use a measuring tape to measure in centimetres</li> <li>Use a ruler to draw lines with specified length</li> <li>Solve word problems involving length</li> </ul>		<p>Graphs</p> <p>Represent and interpret data using a pictogram and table</p> <p>Represent and interpret data using a block diagram and table</p> <p>Represent and interpret data using a tally chart and scaled pictogram</p> <p>Represent and interpret data using a tally chart and scaled block diagram</p> <p>Interpret data from scaled pictograms and block diagrams</p>	<p>5.To write the beginning Assessment Week</p>	<p>Multiplication and division 2, 5, 10</p> <ul style="list-style-type: none"> <li>Use the multiplication symbol</li> <li>Identify that multiplication is commutative</li> <li>Use the division symbol when sharing</li> <li>Use the division symbol when grouping</li> <li>Explore representations of division problems</li> <li>Find related multiplication and division facts</li> <li>Calculate multiplications of two by skip counting</li> <li>Explore representations of multiplication problems</li> <li>Relate multiplying by two to doubling</li> <li>Calculate multiplications of five by skip counting</li> <li>Calculate multiplications of ten by skip counting</li> <li>Spot patterns in the 2, 5 and 10 multiplication tables</li> <li>Solve multiplication and division problems</li> </ul>		
<p>Science - Habitats</p>	<p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p>	<p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to observe closely.</p>	<p>To be able to 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>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>To be able to 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>To be able to gather and record data to help answer a question.</p>	<p>To be able to 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>To be able to record data in a tally chart.</p> <p>To be able to record data in a bar chart.</p>	<p>To be able to 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>To be able to record data in a tally chart.</p>	<p>To be able to 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>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>



<p><b>Humanities</b></p> <p><b>Urban and rural</b> <u>Geographical skills and fieldwork</u> -Use aerial images and other models to create simple plans and maps, using symbols -Use simple fieldwork and observational skills to study the immediate environment -British Woodland -Studies into British Woodlands -Looking and identifying different forests in different parts of UK. (Atlas work, world maps)</p> <p><b>Urban and rural</b> <u>Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate)</p>							
<p>ICT</p> <p><u>We are games testers</u> <u>Exploring how computer games work</u></p>	<p>describe carefully what happens in computer games</p>	<p>Math Week ICT lesson</p>	<p>use logical reasoning to make predictions of what a program will do</p>	<p>test these predictions</p>	<p>think critically about computer games and their use</p>	<p>be aware of how to use games safely and in balance with other activities</p>	
<p>RE- Creation</p>	<p>What is creation?</p>	<p>What do Jews, Christians and Muslim's tell about how the world began?</p>	<p>What do Jews, Christians and Muslim's tell about how the world began? (Adam and Eve)</p>	<p>Understand how Christians try and look after the world</p>	<p>What story do Hindu's tell about how the world began?</p>	<p>Understand how to represent a creation story creatively.</p>	<p>Talk about the different stories that you have learned. How do you think the world began? Can we really know? Do you all have the same ideas?</p>



							(Be creative and think originally)  •Use a P4C enquiry to collect the children's questions that make people wonder about how the world began  CROSS CURRICULAR-PSHEE
Music							
Art & Technology  Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London' Silhouettes based on The Fire of London Christmas/Winter crafts			Create a habitat and make animals who live in that habitat.	Split pin owls & penguins	Christmas crafts  Moving cards		
PSHE	<b>Lesson 1</b> – How our Brain Works	<b>Lesson 2</b> – Mindful Awareness	Anti- Bullying Week	<b>Lesson 3</b> – Focussed Awareness	<b>Lesson 4</b> – Mindful Listening	<b>PATHS Unit 3:</b> Feelings and Behaviours	<b>Unit 4:</b> Self-Control and Anger Management
PE							

Trip	Horniman Museum Trip
Visitor	



Autumn 2

Rotherhithe Primary School Half Termly Curriculum Plan 2018-19

**Year 2**

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