



Rotherhithe Primary School Half Termly Curriculum Plan 2019-20 Year 2

Fire, Fire!							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Notes:
Read aloud text:	<i>The Great Fire of London (How do we know about?)</i> – Deborah Fox			<i>The Great Fire of London</i> – Emma Adams & James Weston Lewis		Poetry – <i>London's Burning & Guess</i> – Berlie Doherty	
Guided Reading	Fiction	Fiction	Non-Fiction	Sneaky Peek – SATs Practice	Fiction	Poetry	
Writing	<p>Great Fire of London</p> <p>To create a glossary in alphabetical order.</p> <p>To research what London was like in the 1660s and make notes.</p> <p>To act out a drama/roleplay of what life in London was like in the 1660s.</p> <p>To create a non-fiction page of information about what life in London was like in the 1660s.</p>	<p>Great Fire of London</p> <p>To ask and write questions about the Great Fire of London.</p> <p>To act out a drama/roleplay of how the fire began.</p> <p>To create a non-fiction page of information about how the fire began.</p>	<p>Great Fire of London</p> <p>To create a flow diagram to answer questions.</p> <p>To use a flow diagram to write how the fire spread so quickly.</p> <p>To create a senses grid about the Great Fire of London.</p> <p>To write a witness statement in role as a survivor of the Great Fire of London.</p>	<p>Great Fire of London</p> <p>To plan a diary entry in role as a firefighter.</p> <p>To write a diary entry in role as a firefighter during the Great Fire of London.</p>	<p>Great Fire of London</p> <p>To create a timeline of events during the Great Fire of London.</p> <p>To create a contents page for my non-fiction book about the Great Fire of London.</p> <p>To create a front and back cover (including a blurb for my non-fiction book about the Great Fire of London).</p>	<p>Great Fire of London</p> <p>To become familiar with poetry about fire and to identify the features.</p> <p>To plan a poem about fire.</p> <p>To write a poem about fire.</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> ▪ write about real events ▪ write poetry ▪ write for different purposes ▪ plan what they are going to write about ▪ write down ideas and/or key words, including new vocabulary ▪ evaluate their writing with the teacher and other pupils ▪ re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently ▪ proof-read to check for errors in spelling, grammar and punctuation ▪ use sentences with different forms: statement, question, exclamation & command ▪ Write expanded noun phrases to describe and specify e.g. <i>the raging fire...</i> ▪ Write using the present and past tenses correctly and consistently, including the progressive form ▪ Use conjunctions for subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Maths	<p>Fractions:</p> <p>Relate halves and quarters to division</p>		<p>Add and subtract two digit numbers (regrouping and adjusting):</p> <p>Use the Make ten strategy to add ones</p>		<p>Money:</p> <p>To recognise coins and use the symbol for pence accurately</p>		



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	<p>Identify the parts of a fraction</p> <p>Identify half of a shape</p> <p>Find halves, thirds and quarters of shape</p> <p>Identify fractions of shape with different numerators</p> <p>Identify unit fractions of quantity</p> <p>Identify unit fractions of quantity and shape</p> <p>Identify non unit fractions of quantity and shape</p> <p>Identify equivalent fractions</p>	<p>Regroup when adding</p> <p>Use the Make ten strategy to subtract ones</p> <p>Regroup when subtracting</p> <p>Solve addition and subtraction word problems</p> <p>Use the Round and adjust strategy to add</p> <p>Use the Round and adjust strategy to subtract</p> <p>Add near doubles</p>	<p>To recognise coins and notes and use the symbol for pounds accurately</p> <p>To add money within the same unit</p> <p>To match a combination of coins to make the same amount of money</p> <p>To combine amounts of money</p> <p>To add and subtract money within the same unit</p> <p>To be able to find out how much change would be given</p> <p>To be able to solve problems relating to money</p>				
Science	<p>Uses of everyday materials</p> <p>To be able to distinguish between an object and the material from which it is made.</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p>	<p>Uses of everyday materials</p> <p>To be able to 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>To be able to use their observations and ideas to suggest answers to questions.</p> <p>To be able to gather and record data to help in answering questions.</p>	<p>Uses of everyday materials</p> <p>To be able to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To be able to perform simple tests.</p> <p>To use their observations and ideas to suggest answers to questions.</p>	<p>Uses of everyday materials</p> <p>To be able to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To be able to gather and record data to help in answering questions.</p> <p>To be able to perform simple tests.</p>	<p>Uses of everyday materials</p> <p>To be able to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To be able to use simple measurements to gather data.</p>	<p>Uses of everyday materials</p> <p>To be able to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>To be able to use simple measurements to gather data.</p>	N.B. This unit will continue in Spring 2.
Geography							
History	* See English (Cross-Curricular)						
ICT	<p>We are researchers:</p> <p>Add questions to a mind map</p> <p>Add information from independent research to a mind map</p> <p>Locate information from one or more relevant websites</p>						



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	Search for information on a small number of sites using a custom search engine Know how to report concerns over content when searching the web Create a short presentation summarising their findings						
RE Forgiveness Can stories change people?	What does it mean to say sorry?	Why do some people not want to say sorry?	What can we learn from the story?	What do other people think about forgiveness and saying sorry?	How can I express what values are important to me?		
Music	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	Specialist Teacher African percussion Composition linked with African story telling: The Leopard Drum Revisit rhythm reading	
Art & Technology	Oil pastel sunset pictures Wax resist – fire wax crayons and black water colour – tie in with science experiment		Silhouette fire art		Charcoal sketching of historical objects		
PSHE	PATHS Unit 5: Anger Management and Problem Solving			Mindfulness Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting		P4C Class enquiry around <i>Liberty</i>	
PE	Specialist Teacher Gymnastics & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Gymnastics & dance	Specialist Teacher Gymnastics & dance	
Trip(s)	Fire Station Visit Local History Walk & Church Visit (St Mary's)						
Visitor	Imam (from local Mosque)						