



# Rotherhithe Primary School Half Termly Curriculum Plan 2020-21 (Spring 2)

Year 2

Subject	Week 1 (WB 22.02.21)	Week 2 (WB 01.03.21)	Week 3 (WB 08.03.21)	Week 4 (WB 15.03.21)	Week 5 (WB 22.03.21)	Week 6 (WB 29.03.21)
Reading	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> Inference Recorded lessons on Year 2 Home learning page.</p> <p><b>Read aloud text:</b> Vlad and the Great Fire of London by Kate Cunningham <i>The Great Fire of London (How do we know about?) – Deborah Fox</i></p>	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> Author's word choice / Word meaning Recorded lessons on Year 2 Home learning page.</p> <p><b>Read aloud text:</b> <i>The Great Fire of London (How do we know about?) – Deborah Fox</i></p>	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> To comment on language and structure</p> <p><b>Read aloud text:</b> <i>The Great Fire of London (How do we know about?) – Deborah Fox</i></p>	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> Retrieval and inference</p> <p><b>Read aloud text:</b> <i>The Great Fire of London – Emma Adams &amp; James Weston Lewis</i></p>	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> Retrieval and inference</p> <p><b>Read aloud text:</b> <i>The Great Fire of London – Emma Adams &amp; James Weston Lewis</i></p>	<p><b>Text:</b> The Story of the Great Fire of London by Jill Atkins <b>Genre:</b> Narrative fiction <b>Domain focus:</b> Retrieval and inference</p> <p><b>Read aloud text:</b> <i>The Great Fire of London – Emma Adams &amp; James Weston Lewis</i></p>
Writing	<p><b>Instructions: How to defeat the fire giants</b></p> <ul style="list-style-type: none"><li>To listen to instructions and answer questions</li><li>To tell a set of instructions from memory.</li><li>To use imperative verbs</li><li>To use the subordinating</li></ul>	<p><b>Instructions: How to defeat the fire giants</b></p> <ul style="list-style-type: none"><li>To box up for a purpose</li><li>To identify the features of instructions</li><li>To write a clear set of instructions</li></ul> <p><a href="https://classroom.thenational.academy/units/instructions-how-to-defeat-the-fire-giants-0cd6">https://classroom.thenational.academy/units/instructions-how-to-defeat-the-fire-giants-0cd6</a></p>	<p><b>Great Fire of London : Non-Fiction</b></p> <ul style="list-style-type: none"><li>To create a glossary in alphabetical order.</li><li>To research what London was like in the 1660s and make notes.</li><li>To act out a drama/roleplay</li></ul>	<p><b>Great Fire of London : Non-Fiction</b></p> <ul style="list-style-type: none"><li>To ask and write questions about the Great Fire of London.</li><li>To act out a drama/roleplay of how the fire began.</li><li>To create a non-fiction</li></ul>	<p><b>Great Fire of London : Non-Fiction</b></p> <ul style="list-style-type: none"><li>To create a flow diagram to answer questions.</li><li>To use a flow diagram to write how the fire spread so quickly.</li><li>To create a senses grid</li></ul>	<p><b>Great Fire of London : Non-Fiction</b></p> <ul style="list-style-type: none"><li>To plan a diary entry in role as a firefighter.</li><li>To write a diary entry in role as a firefighter during the Great Fire of London.</li></ul>



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	<ul style="list-style-type: none"><li>conjunctions when and if</li><li>To summarise key points</li></ul> <p><a href="https://classroom.thenational.academy/nodes/instructions-how-to-defeat-the-fire-giants-0cd6">https://classroom.thenational.academy/nodes/instructions-how-to-defeat-the-fire-giants-0cd6</a></p>		<p>of what life in London was like in the 1660s.</p> <ul style="list-style-type: none"><li>To create a non-fiction page of information about what life in London was like in the 1660s.</li></ul>	<p>page of information about how the fire began.</p>	<p>about the Great Fire of London.</p> <ul style="list-style-type: none"><li>To write a witness statement in role as a survivor of the Great Fire of London.</li></ul>	
Maths	<p><b>Fractions:</b></p> <p>Relate halves and quarters to division</p> <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><b>Fractions:</b></p> <p>Relate halves and quarters to division</p> <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><b>Add and subtract two digit numbers (regrouping and adjusting):</b></p> <ul style="list-style-type: none"><li>Use the Make ten strategy to add ones</li><li>Regroup when adding</li><li>Use the Make ten strategy to subtract ones</li><li>Regroup when subtracting</li><li>Solve addition and subtraction word problems</li><li>Use the Round and adjust strategy to add</li></ul>	<p><b>Add and subtract two digit numbers (regrouping and adjusting):</b></p> <ul style="list-style-type: none"><li>Use the Make ten strategy to add ones</li><li>Regroup when adding</li><li>Use the Make ten strategy to subtract ones</li><li>Regroup when subtracting</li><li>Solve addition and subtraction word problems</li><li>Use the Round and adjust strategy to add</li></ul>	<p><b>Money:</b></p> <ul style="list-style-type: none"><li>To recognise coins and use the symbol for pence accurately</li><li>To recognise coins and notes and use the symbol for pounds accurately</li><li>To add money within the same unit</li><li>To match a combination of coins to make the same amount of money</li></ul>	<p><b>Money:</b></p> <ul style="list-style-type: none"><li>To recognise coins and use the symbol for pence accurately</li><li>To recognise coins and notes and use the symbol for pounds accurately</li><li>To add money within the same unit</li><li>To match a combination of coins to make the same amount of money</li></ul>



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	Identify equivalent fractions  <a href="https://classroom.thenational.academy/u nits/fractions-43cf">https://classroom.the national.academy/u nits/fractions-43cf</a>	<ul style="list-style-type: none"><li>• Use the Round and adjust strategy to subtract</li><li>• Add near doubles</li></ul>	<ul style="list-style-type: none"><li>• Use the Round and adjust strategy to subtract</li><li>• Add near doubles</li></ul>	<ul style="list-style-type: none"><li>• To combine amounts of money</li><li>• To add and subtract money within the same unit</li><li>• To be able to find out how much change would be given</li><li>• To be able to solve problems relating to money</li></ul>	<ul style="list-style-type: none"><li>• To combine amounts of money</li><li>• To add and subtract money within the same unit</li><li>• To be able to find out how much change would be given</li><li>• To be able to solve problems relating to money</li></ul>	
Science	<b>Human lifestyle</b> Lesson 1 – What are the different parts of the human body?  <a href="https://classroom.the-national.academy/lessons/what-are-the-different-parts-of-the-human-body-70uk6d">https://classroom.the-national.academy/lessons/what-are-the-different-parts-of-the-human-body-70uk6d</a>	<b>Human lifestyle</b> Lesson 2 – Why is exercise so important?  <a href="https://classroom.thenational.academy/lessons/why-is-exercise-so-important-70w38d">https://classroom.thenational.academy/lessons/why-is-exercise-so-important-70w38d</a>	<b>Uses of everyday materials</b> <ul style="list-style-type: none"><li>• To be able to distinguish between an object and the material from which it is made.</li><li>• To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li><li>• To be able to ask simple</li></ul>	<b>Uses of everyday materials</b> <ul style="list-style-type: none"><li>• 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.</li><li>• To be able to use their</li></ul>	<b>Uses of everyday materials</b> <ul style="list-style-type: none"><li>• 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.</li><li>• To be able to perform simple tests.</li></ul>	<b>Uses of everyday materials</b> <ul style="list-style-type: none"><li>• 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.</li><li>• To be able to gather and record data to help in</li></ul>



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			<p>questions and recognise that they can be answered in different ways.</p>	<p>observations and ideas to suggest answers to questions.</p> <ul style="list-style-type: none"><li>• To be able to gather and record data to help in answering questions.</li></ul>	<ul style="list-style-type: none"><li>• To use their observations and ideas to suggest answers to questions.</li></ul>	<p>answering questions.</p> <ul style="list-style-type: none"><li>• To be able to perform simple tests.</li></ul>
History	See English (Cross-curricular)					
Computing	<p>Rhythm– Lesson 1 <a href="https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-6tgkae">https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-6tgkae</a></p> <p>Computing: Rhythm <a href="https://musiclab.chromeexperiments.com/Rhythm/">https://musiclab.chromeexperiments.com/Rhythm/</a></p>	<p>Rhythm– Lesson 2 <a href="https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-68r3ed?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-68r3ed?activity=video&amp;step=1</a></p> <p>Computing: Rhythm <a href="https://musiclab.chromeexperiments.com/Rhythm/">https://musiclab.chromeexperiments.com/Rhythm/</a></p>	<p>Creating Media – Making Music</p> <ul style="list-style-type: none"><li>• To say how music can make us feel</li><li>• I can identify simple differences in pieces of music</li><li>• I can listen with concentration to a range of music (links to the Music curriculum)</li><li>• I can describe how music makes me feel, e.g. happy or sad</li></ul>	<p>Creating Media – Making Music</p> <ul style="list-style-type: none"><li>• To identify that there are patterns in music</li><li>• I can create a rhythm pattern</li><li>• I can play an instrument following a rhythm pattern</li><li>• I can explain that music is created and played by humans</li></ul>	<p>Creating Media – Making Music</p> <ul style="list-style-type: none"><li>• To describe how music can be used in different ways</li><li>• I can connect images with sounds</li><li>• I can use a computer to experiment with pitch and duration</li><li>• I can relate an idea to a piece of music</li></ul>	<p>Creating Media – Making Music</p> <ul style="list-style-type: none"><li>• To show how music is made from a series of notes</li><li>• I can identify that music is a sequence of notes</li><li>• I can use a computer to create a musical pattern using three notes</li><li>• I can refine my musical pattern on a computer</li></ul>



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RE	Judaism  Lesson 1 <a href="https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdjk0t">https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdjk0t</a>	<b>What is Easter and why is it important?</b> <ul style="list-style-type: none"><li>• I can say something about Easter.</li><li>• I can explain why Easter is important.</li></ul> <b>What does the Bible tell us about Easter?</b> <ul style="list-style-type: none"><li>• I can correctly sequence the events that happen in the Easter story.</li><li>• I can say why Easter is important to Christians.</li></ul>	<b>What happens on Ash Wednesday?</b> <ul style="list-style-type: none"><li>• I can talk about Ash Wednesday and what happens.</li><li>• I can describe what the ashes represent and why they are used.</li><li>• I can talk about a time I have wanted to say sorry.</li><li>• I can talk about how a Christian might feel on Ash Wednesday and relate that to my own experiences.</li></ul>	<b>What are the events that happen on Maundy Thursday &amp; Good Friday?</b> <ul style="list-style-type: none"><li>• I can retell the story of the last supper.</li><li>• I can explain what a Christian might learn from celebrating the last Supper?</li></ul>	<b>What can we learn about Jesus' death?</b> <ul style="list-style-type: none"><li>• I can learn about Jesus' death from visiting a church.</li></ul>	
Music	<b>Pulse and metre</b>  Lesson 1 – Understanding pulse <a href="https://classroom.thenational.academy/lessons/understanding-pulse-ctj3jc">https://classroom.thenational.academy/lessons/understanding-pulse-ctj3jc</a>	<b>Pulse and metre</b>  Lesson 2 – Creating simple pulse patterns <a href="https://classroom.thenational.academy/lessons/creating-simple-pulse-patterns-65j3ed">https://classroom.thenational.academy/lessons/creating-simple-pulse-patterns-65j3ed</a>	<b>Exploring sound to create Music for Stories</b>  Lesson 1: Peter and the Wolf	<b>Exploring sound to create Music for Stories</b>  Lesson 2: Gruffalo stories	<b>Exploring sound to create Music for Stories</b>  Lesson 3: Graphic scores	<b>Exploring sound to create Music for Stories</b>  Lesson 4: Playing from a graphic score



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Art & Design			Formal elements of art  To create repeating patterns <ul style="list-style-type: none"><li>• I know that a pattern is created by repeating lines, shapes, tones or colours</li><li>• I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design</li><li>• I can choose everyday items to paint with</li><li>• I can use these items to create a repeating pattern</li></ul>	Formal elements of art  To explore different textures <ul style="list-style-type: none"><li>• I know how to take a rubbing</li><li>• I can identify different textures and record them using a rubbing technique</li><li>• I know that the tool that I use will change how my rubbing looks</li><li>• I can use colour to create different effects</li></ul>	Formal elements of art  To create a picture using collage and frottage <ul style="list-style-type: none"><li>• I know that I can create a picture from the rubbings that I have made</li><li>• I can make decisions about my work and create a final piece by:<ul style="list-style-type: none"><li>• Carefully tearing my rubbings into shapes</li><li>• Arranging the shapes into a picture</li></ul></li></ul>	Formal elements of art  To create a 3D drawing (pencil) <ul style="list-style-type: none"><li>• I know that 'tone' means the lightness or darkness of something</li><li>• I can experiment with pencils to create different tones</li><li>• I can use different tones to make a drawing look three dimensional</li><li>• I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark</li></ul>
PSHE	<b>It's OK not to be OK!</b> Lesson 1 – Feeling Good	<b>It's OK not to be OK!</b> Lesson 2 – Cool down corner	PATHS	PATHS	<b>Mindfulness</b> <b>Lesson 5 – Mindful Seeing</b>	<b>P4C</b> Class enquiry around <i>Liberty</i>



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	<a href="https://classroom.the&lt;br/&gt;national.academy/l&lt;br/&gt;essons/feeling-good-&lt;br/&gt;6hj64d">https://classroom.the national.academy/l essons/feeling-good- 6hj64d</a>	<a href="https://classroom.thenati&lt;br/&gt;onal.academy/lessons/c&lt;br/&gt;ool-down-corner-6hjkae">https://classroom.thenati onal.academy/lessons/c ool-down-corner-6hjkae</a>	<b>Unit 5:</b> Anger Management and Problem Solving	<b>Unit 5:</b> Anger Management and Problem Solving	<b>Lesson 6</b> – Mindful Smelling <b>Lesson 7</b> – Mindful Tasting	
PE	<ul style="list-style-type: none"><li>• PE with Joe Wicks (youtube)</li><li>• Cosmic Yoga (youtube)</li><li>• Fitter Future: Username: Rotherhithe  Password: rotherhithe</li></ul>	<ul style="list-style-type: none"><li>• PE with Joe Wicks (youtube)</li><li>• Cosmic Yoga (youtube)</li><li>• Fitter Future: • Username: Rotherhithe Password: rotherhithe</li></ul>	Specialist Teacher Football and Hockey	Specialist Teacher Football and Hockey	Specialist Teacher Football and Hockey	Specialist Teacher Football and Hockey