



Subject	Week 1 (WB 19.04.21)	Week 2 (WB26.04.21)	Week 3 (WB03.05.21)	Week 4 (WB10.05.21)	Week 5 (WB 17.05.21)	Week 6 (WB24.05.21)
Reading	<p>Text: The Princess and the Pea Genre: Narrative fiction Domain focus: Inference</p> <p>Read aloud text: How to train your dragon</p>	<p>Text: The Princess and the Pea Genre: Narrative fiction Domain focus: Author's word choice / Word meaning</p> <p>Read aloud text: How to train your dragon</p>	<p>Text: Rapunzel Genre: Narrative fiction Domain focus: To comment on language and structure</p> <p>Read aloud text: How to train your dragon</p>	<p>Text: Rapunzel Genre: Narrative fiction Domain focus: Retrieval and inference</p> <p>Read aloud text: How to train your dragon</p>	<p>Text: Rapunzel Genre: Narrative fiction Domain focus: Retrieval and inference</p> <p>Read aloud text: How to train your dragon</p>	<p>Text: Genre: Poetry Domain focus: To comment on language and structure</p> <p>Read aloud text: How to train your dragon</p>
Writing	<p>The Pea and the Princess</p> <p>To write a diary in role</p>	<p>The Pea and the Princess</p> <p>To write a letter to the prince from mum/letter back from prince to mummy (she was too ____)</p>	<p>The Pea and the Princess</p> <p>To write a scene description for 20 mattresses and storm description (using similes)</p>	<p>The Pea and the Princess</p> <p>To create character descriptions for prince and the queen.</p>	<p>The Pea and the Princess</p> <p>To retell the story in role as the queen -1st person</p>	<p>The Pea and the Princess</p> <p>To write a mini/news report (supported composition)</p>
Maths	<p>Faces, Shapes and Patterns: lines and turns:</p> <ul style="list-style-type: none"> ▪ Give directions from point A to point B ▪ Use the language of rotation ▪ Make predictions about rotation 	<p>Fractions: Relate halves and quarters to division Identify the parts of a fraction Identify half of a shape Find halves, thirds and quarters of shape Identify fractions of shape with different numerators Identify unit fractions of quantity Identify unit fractions of quantity and shape</p>	<p>Fractions: Relate halves and quarters to division Identify the parts of a fraction Identify half of a shape Find halves, thirds and quarters of shape Identify fractions of shape with different numerators Identify unit fractions of quantity Identify unit fractions of quantity and shape</p>	<p>Add and subtract two digit numbers (regrouping and adjusting):</p> <ul style="list-style-type: none"> • Use the Make ten strategy to add ones • Regroup when adding • Use the Make ten strategy to subtract ones • Regroup when subtracting 	<p>Add and subtract two digit numbers (regrouping and adjusting):</p> <ul style="list-style-type: none"> • Use the Make ten strategy to add ones • Regroup when adding • Use the Make ten strategy to subtract ones • Regroup when subtracting 	<p>Money: To recognise coins and use the symbol for pence accurately To recognise coins and notes and use the symbol for pounds accurately To add money within the same unit To match a combination of coins to make the same amount of money</p>



	<ul style="list-style-type: none"> ▪ Identify how a pattern has been created through rotation ▪ Follow a route around a map 	Identify non unit fractions of quantity and shape Identify equivalent fractions	Identify non unit fractions of quantity and shape Identify equivalent fractions	<ul style="list-style-type: none"> • Solve addition and subtraction word problems • Use the Round and adjust strategy to add • Use the Round and adjust strategy to subtract • Add near doubles 	<ul style="list-style-type: none"> • Solve addition and subtraction word problems • Use the Round and adjust strategy to add • Use the Round and adjust strategy to subtract • Add near doubles 	To combine amounts of money To add and subtract money within the same unit To be able to find out how much change would be given To be able to solve problems relating to money
Science	<p>Material 2 Are bricks absorbent?</p> <p>Think about hard materials and their absorbent properties. Which building materials are absorbent? Why must they have this property? Test different hard materials and record the results</p>	<p>Materials 2 Melting and moulding</p> <p>Talk about how some materials change shape when they are heated up. Chop up old wax crayons, heat them up and turn them into different shapes!</p>	<p>Material 2 Testing Rigidity</p> <p>Examine a selection of different materials and explore their rigidity by devising an investigation to test them. Why is it important that some materials bend and flex?</p>	<p>Materials 2 Tough and Flexible</p> <p>Consider and sort different materials according to their material properties. Wonder what the world would be like without rigidity and test materials for their durability and toughness.</p>	<p>Materials 2 Which is the strongest Paper?</p> <p>Explore a selection of paper and predict the strongest one. Test the papers using weights and record the results.</p>	<p>Materials 2 Strongest Paper</p> <p>Using your knowledge of paper strength and rigidity, build a paper bridge strong enough to hold a toy car.</p>
History	<p>Local History Unit</p> <p>L1: Heritage walk in the local area</p>	<p>Local History Unit</p> <p>L2: Compare and contrast maps of local area to an aerial photograph</p>	<p>Local History Unit</p> <p>L3: Create models of chosen building/place of interest in the local area.</p>	<p>Local History Unit</p> <p>L4: Create models of chosen building/place of</p>	<p>Local History Unit</p> <p>L5: Create a map of the local area</p>	<p>Local History Unit</p> <p>L6: Writing statements</p>



				interest in the local area.			
Computing	<p>Data and Information – Pictograms</p> <p>L1: Counting and comparing To recognise that we can count and compare objects using tally charts:</p> <ul style="list-style-type: none"> I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart 	<p>Data and Information – Pictograms</p> <p>L2 – Enter the data To recognise that objects can be represented as pictures:</p> <ul style="list-style-type: none"> I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects 	<p>Data and Information – Pictograms</p> <p>L3: Creating a pictogram To create a pictogram:</p> <ul style="list-style-type: none"> I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows 	<p>Data and Information – Pictograms</p> <p>L4 : What is an attribute To select objects by attribute and make comparisons:</p> <ul style="list-style-type: none"> I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute 	<p>Data and Information – Pictograms</p> <p>L5: Comparing people To recognise that people can be described by attributes:</p> <ul style="list-style-type: none"> I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it 	<p>Data and Information – Pictograms</p> <p>L6: Presenting information To explain that we can present information using a computer:</p> <ul style="list-style-type: none"> I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared 	
RE	Special Foods and Fasting	<p>Special Foods and Fasting</p> <p>How would I feel if I had to go without food?</p>	<p>Special Foods and Fasting</p> <p>Why do Muslim people fast in Ramadan?</p>	<p>Special Foods and Fasting</p>	<p>Special Foods and Fasting</p> <p>Why do Christian people fast in Lent?</p>	<p>Special Foods and Fasting</p> <p>What do Christian do before Lent starts?</p>	



	What if fasting and why do people do it?			What special food do Muslim people share at Eid?		
Music	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>	<p>Specialist Teacher</p> <p>Journey to Rio</p> <p>Brazilian percussion unit Creating soundscapes, Composing tunes for animal characters Learning Brazilian rhythms</p> <p>Revisit rhythm reading</p>
Art & Design	<p>Formal elements of art</p> <p>To create repeating patterns</p> <ul style="list-style-type: none"> know that a pattern is created by repeating lines, shapes, tones or colours 	<p>Formal elements of art</p> <p>To explore different textures</p> <ul style="list-style-type: none"> I know how to take a rubbing I can identify different textures and record them using a rubbing technique 	<p>Formal elements of art</p> <p>To create a picture using collage and frottage</p> <ul style="list-style-type: none"> I know that I can create a picture from the rubbings that I have made I can make decisions about 	<p>Formal elements of art</p> <p>To create a 3D drawing (pencil)</p> <ul style="list-style-type: none"> I know that 'tone' means the lightness or darkness of something I can experiment with pencils to 	<p>Formal elements of art</p> <p>To create a 3D drawing (colour)</p> <ul style="list-style-type: none"> I know that 'tone' means the lightness or darkness of something I can experiment with pencils to create different tones I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding 	



	<ul style="list-style-type: none"> I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design I can choose everyday items to paint with I can use these items to create a repeating pattern 	<ul style="list-style-type: none"> I know that the tool that I use will change how my rubbing looks I can use colour to create different effects 	<p>my work and create a final piece by:</p> <ul style="list-style-type: none"> Carefully tearing my rubbings into shapes Arranging the shapes into a picture 	<p>create different tones</p> <ul style="list-style-type: none"> I can use different tones to make a drawing look three dimensional I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark 	<p>them can give a variety of tones from light to dark</p>	
PSHE	Unit 8: Feelings / Emotions / Behaviours	Unit 8: Feelings / Emotions / Behaviours	Unit 8: Feelings / Emotions / Behaviours	Unit 8: Feelings / Emotions / Behaviours	Lesson 14 – Performing Acts of Kindness	Lesson 14 – Performing Acts of Kindness
PE	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics For children to develop Athletic abilities including	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics For children to develop Athletic abilities	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics For children to develop Athletic	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics For children to develop Athletic	Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills. Athletics For children to develop Athletic



Rotherhithe Primary School Half Termly Curriculum Plan 2020-21 (Summer 1)

Year 2

	For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and understanding pace setting.	running technique, throwing, jumping, fitness, and understanding pace setting.	including running technique, throwing, jumping, fitness, and understanding pace setting.	abilities including running technique, throwing, jumping, fitness, and understanding pace setting.	abilities including running technique, throwing, jumping, fitness, and understanding pace setting.	abilities including running technique, throwing, jumping, fitness, and understanding pace setting.
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