



Rotherhithe Primary School Half Termly Curriculum Plan 2021-2022 Year 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	The Owl who was afraid of the dark Jill Tomlinson			The diary of a Killer Cat Anne Fine		Oliver Jeffers focus: Lost and Found The way Back Home
Guided Reading	Owl Babies	The Dog from Outer Space	The Shopping Basket	Smartest Giant in Town	Rumpelstiltskin	Poetry
Writing	<p>Owl Babies</p> <p>To retell the story through drama (Owl Babies)</p> <p>To develop empathy for a character. - In role as a baby owl – using sense writing sentences (about being scared and how to make themselves feel better)</p> <p>To write thoughts and actions of a character</p> <p>To learn the story by heart story and add extra thoughts, dialogue and wishes –ext. ending (Oral rehearsal/drama/small world)</p>	<p>Owl Babies</p> <p>To box up the story. (The characters, setting, beginning, middle and ending)</p> <p>To write the beginning of Owl babies (introduce the character and setting)</p> <p>To edit the beginning</p> <p>To write a setting description (a forest description)</p> <p>To write the middle (the build-up)</p> <p>To edit the middle</p>	<p>Owl Babies</p> <p>To write the middle (the problem of the story)</p> <p>To edit the middle</p> <p>To write the end</p> <p>To edit the end</p> <p>To write the resolution</p> <p>To edit the resolution</p>	<p>Fox babies</p> <p>To retell the story through drama (Fox babies)</p> <p>To learn the story by heart story and add extra thoughts, dialogue and wishes –ext. ending (Oral rehearsal/drama/small world)</p> <p>To box up the story. (The characters, setting, beginning, middle and ending)</p>	<p>Fox babies</p> <p>To write the beginning of Fox babies (introduce the character and setting)</p> <p>To edit the beginning</p> <p>To write a setting description (Fox den description)</p> <p>To write the middle (the build-up)</p> <p>To edit the middle</p>	<p>Fox babies</p> <p>To write the middle (the problem of the story)</p> <p>To edit the middle</p> <p>To write the end</p> <p>To edit the end</p> <p>To write the resolution</p> <p>To edit the resolution</p>
Maths	<p>Time:</p> <p>Tell the time on an analogue clock: quarter past, quarter to and five minute intervals</p> <ul style="list-style-type: none"> •Calculate durations of time in minutes and seconds •Sequence daily events •Minutes in an hour and hours in a day 	<p>Fractions:</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>Add and subtract two digit numbers (regrouping and adjusting):</p> <p>Use the Make ten strategy to add ones</p> <p>Regroup when adding</p> <p>Use the Make ten strategy to subtract ones</p> <p>Regroup when subtracting</p> <p>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>Money: To recognise coins and use the symbol for pence accurately</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</p>



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		Identify unit fractions of quantity and shape Identify non unit fractions of quantity and shape Identify equivalent fractions		Add near doubles		make the same amount of money 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	Uses of everyday materials To be able to distinguish between an object and the material from which it is made. To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To be able to ask simple questions and recognise that they can be answered in different ways.	Uses of everyday materials 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. To be able to use their observations and ideas to suggest answers to questions. To be able to gather and record data to help in answering questions.	Uses of everyday materials 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. To be able to perform simple tests. To use their observations and ideas to suggest answers to questions.	Uses of everyday materials 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. To be able to gather and record data to help in answering questions. To be able to perform simple tests.	Uses of everyday materials 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.	Uses of everyday materials 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. To be able to use simple measurements to gather data.
History	Topic: Great Fire of London To know what London was like in the 17th Century.	Topic: Great Fire of London -To understand how The Great Fire of London started in 1666.	Topic: Great Fire of London -To understand why the fire spread over London.	Topic: Great Fire of London -To understand how the fire was extinguished.	Topic: Great Fire of London -To know the impact of the Great Fire of London.	Topic: Great Fire of London -To understand the significance of Samuel Pepys' diary.
Computing - Programming A – Robot algorithms	To describe a series of instructions as a sequence	To explain what happens when we change the order of instructions	To use logical reasoning to predict the outcome of a program	To explain that programming projects can have code and artwork	To design an algorithm • I can explain what my algorithm should achieve	To create and debug a program that I have written



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	<ul style="list-style-type: none"> I can follow instructions given by someone else I can choose a series of words that can be acted out as a sequence I can give clear instructions 	<ul style="list-style-type: none"> I can use the same instructions to create different algorithms I can use an algorithm to program a sequence on a floor robot I can show the difference in outcomes between two sequences that consist of the same instructions 	<ul style="list-style-type: none"> I can follow a sequence I can predict the outcome of a sequence I can compare my prediction to the program outcome 	<ul style="list-style-type: none"> I can explain the choices that I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable 	<ul style="list-style-type: none"> I can create an algorithm to meet my goal I can use my algorithm to create a program 	<ul style="list-style-type: none"> I can test and debug each part of the program I can plan algorithms for different parts of a task I can put together the different parts of my program
RE Christianity - Easter	To know what Easter is and why it is important	To understand what the Bible tells us about Easter	To describe and explain the events of Ash Wednesday	To learn about Maundy Thursday	To discuss and describe the events that happen on Good Friday	To discuss and describe the events that happen on Good Friday
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	Kapow Art-Human Form To create body sculptures In this lesson, the children will be working in groups and using their own bodies to create letterforms.	Kapow Art-Human Form To draw and decorate a skull Children will trace an image of a skull and then decorate it using a medium and pattern.	Kapow Art-Human Form To make a collage In this lesson we will make a collage using magazines	Kapow Art-Human Form To create a self-portrait I can create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair	Kapow Art-Human Form To create a 3D figure based on a significant person from history I can make a clothes peg figure of my own using a variety of materials	Kapow Art-Human Form Assessment- Assess pupils on their learning.
PSHE- Jigsaw	Jigsaw: Dreams and Goal I can tell you things I have achieved and say how that makes me feel	Jigsaw: Dreams and Goal I can tell you some of my strengths as a learner	Jigsaw: Dreams and Goal I can tell you how working with other people helps me learn	Jigsaw: Dreams and Goal I can work with others in a group to solve problems	Jigsaw: Dreams and Goal I can tell you how I felt about working in my group	Jigsaw: Dreams and Goal I can tell you how being part of a successful group feels and I can



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						store these feelings in my internal treasure chest
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)						
Local church visit -RE						