



Subject	Week 1 (WB 17.04.23)	Week 2 (WB23.04.23)	Week 3 (WB01.05.23)	Week 4 (WB8.05.23)	Week 5 (WB 15.05.23) SATs Week	Week 6 (WB22.05.23) SATs Week
Reading	<p>Text: 2018 SATs reading booklet paper 2 (Games From Around the World)</p> <p>Genre: Narrative fiction, poetry, Non-fiction</p> <p>Domain focus: Comprehension Questions and inferences</p>	<p>Text: 2018 SATs reading booklet paper 2 (Cobweb Morning and a New Home)</p> <p>Genre: Narrative fiction, poetry, Non-fiction</p> <p>Domain focus: Comprehension Questions and inferences</p>	<p>Text: 2017 SATs reading booklet paper 1 (There's an Octopus under my bed, I'm Riding on a Giant, World of Water)</p> <p>Genre: Narrative fiction, poetry, Non-fiction</p> <p>Domain focus: Comprehension Questions and inferences</p>	<p>Text: 2017 SATs reading booklet paper 2 (Sea Spray Swimming Pool, The Fox and the Boastful Brave)</p> <p>Genre: Narrative fiction, Non-fiction</p> <p>Domain focus: Comprehension Questions and inferences</p>	<p>2023 KS1 Reading Paper 1 and 2</p>	<p>Text: Reading for Pleasure</p> <p>Genre: All</p>
Writing	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> -To retell the story through drama (The Pea and the Princess) -To write a diary in role as the Queen -To edit and improve writing 	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> - To express the thoughts and feelings of a character (conscious alley drama) -To write a letter to the prince from mum/letter back from prince to mummy (she was too ____) -To edit and improve letter 	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> - LO: To learn to, too and two LO: TO generate reasons why he could not find a wife Drama -To write a scene description for 20 mattresses and storm description (using similes) 	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> L.O: To write an explanation letter. LO: To edit and improve explanation letter. LO: To write a description of a scene. LO: To finish and edit improve description 	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> -To write the storm description -- To generate description: using Adjectives: - To describe a character's appearance (Independent for collection) - To edit and improve character description 	<p>The Pea and the Princess</p> <ul style="list-style-type: none"> -To write a character profile for the Queen (Extended writing over 2-3 days) - To generate description: using Adjectives: -To describe a character's appearance



<p>Maths</p>	<p>Measure - Mass To be able to weigh and compare objects in kilograms To be able to interpret scales labelled in grams and compare the mass of objects in grams To apply addition and subtraction in the context of mass To solve multiplication and division problems about mass</p>	<p>Exploring calculation strategies</p> <p>Apply addition strategies to solve equations Apply subtraction strategies to solve equations Solve word problems Add two 2-digit numbers using the number line method</p> <p>Subtract 2-digit numbers using the number line method</p>			<p>SATS Revision and Tests Recap of all areas of the maths curriculum</p>		
<p>Science</p>	<p>Plants Lesson 1: To observe different seeds and understand why their features help them to disperse. To be able to sort objects using observable features.</p>	<p>Plants Lesson 2: To understand that different seeds grow into different plants and to describe them</p>	<p>Plants Lesson 3: To understand that plants can be grown from bulbs.</p>	<p>Plants Lesson 4: To plan and carry out an experiment to test what plants needs to germinate To be able to gather and record data to help in answering a question. To use their observations and ideas to suggest answers to questions.</p>	<p>Plants Lesson 5: To observe and record how plants change over time To be able to gather and record date to help in answering a question.</p>	<p>Plants Headstart Primary- End of Unit test- Plants</p>	
<p>History</p>	<p>Local History Unit L1: Heritage walk in the local area</p>	<p>Local History Unit L2: Compare and contrast maps of local area to an aerial photograph</p>	<p>Local History Unit L3: Create models of chosen building/place of interest in the local area.</p>				



Computing	Timestables rockstars and numbots (SATs revision)	Timestables rockstars and numbots (SATs revision)	Timestables rockstars and numbots (SATs revision)	Timestables rockstars and numbots (SATs revision)	Timestables rockstars and numbots (SATs revision)	Timestables rockstars and numbots (SATs revision)
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 I know that pattern can exist 	<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 I know that the tool that I use will change how my rubbing looks 	<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 my work and create a final piece by: 	<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 create different tones 	<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 them can give a variety of tones from light to dark 	



	<p>in nature and can be made by artists to design all sorts of art, craft and design</p> <ul style="list-style-type: none"> 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 can use colour to create different effects 	<ul style="list-style-type: none"> Carefully tearing my rubbings into shapes Arranging the shapes into a picture 	<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 		
PSHE	<p>Jigsaw – Dreams and goals</p> <p>I can choose a realistic goal and think about how to achieve it.</p>		<p>Jigsaw – Dreams and goals</p> <p>I carry on trying (persevering) even when I find things difficult.</p>		<p>Jigsaw – Dreams and goals</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p>	
PE	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and</p>	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and understanding pace setting.</p>	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and understanding pace setting.</p>	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and</p>	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and</p>	<p>Specialist Teacher: Volleyball For children to develop coordination, striking, team work and movement skills.</p> <p>Athletics For children to develop Athletic abilities including running technique, throwing, jumping, fitness, and</p>



Rotherhithe Primary School Half Termly Curriculum Plan 2022-23 (Summer 1)

Year 2

	understanding pace setting.			understanding pace setting.	understanding pace setting.	understanding pace setting.
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