

Rotherhithe Primary School Half Termly Curriculum Plan 2025-2026 Autumn 2

	Topic driver: The Seaside							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Read aloud book Guided Reading	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas) Teaching phonics asses	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Magic Finger R Dahl	The Magic Finger R Dahl	The Magic Finger R Dahl	Little Leaders: Bold Women in Black History Vashti Harrison	
Colded Redding	Teaching phonics assessed to RWI programme. Decodable phonics books will be used in guided reading sessions. Children learn to: draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information identify and explain the sequence of events in texts make inferences from the text predict what might happen on the basis of what has been read so far							
Writing	The Sea Saw by Tom Percival To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To use a capital letter and full stop to punctuate a sentence To be able to apply the suffix -ing where no change is needed to the root word To write commands To begin to punctuate a sentence using a question mark	The Sea Saw by Tom Percival To spell the days of the week To use the prefix un—To compose a sentence orally before writing it to be able to join words and join clauses using 'and' To use the prefix un—Explain clearly their understanding of what is read to them To discuss word meanings, linking new meanings to those already known	The Sea Saw by Tom Percival To name the letters of the alphabet To identify initial phonemes in words To name the letters of the alphabet in order To make inferences on the basis of what is being said and done To participate in discussion about what is read to them, taking turns and listening others To link what they read or hear to their own experiences	The Sea Saw by Tom Percival To say out loud what they are going to write about To sequence sentences to form short narratives To leave spaces between words To use capital letters and full stops	The Sea Saw by Tom Percival To apply consistent use of past tense throughout writing To use the prefix un To refer to plans to support the structure of writing To spell the days of the week	The Sea Saw by Tom Percival To re-read what they have written to check that it makes sense To read aloud their writing clearly enough to be heard by their peers and the teacher		
Maths	Measuring length Comparing, estimating and measuring length L1: Compare non-standard units and standard units L2: Estimate, measure, compare and order length in metres			different contexts L5: Measure curved Representir		Unit 5: Graphs Representing data usi block diagram	data using a table, pictogram and	



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	Measuring, estimating and comparing length in centimetres L3: Measure length in centimetres L4: Estimate, measure, compare and order length in centimetres			L6: Investigate the length of certain body parts Drawing specified lengths L7: Draw lines with specified lengths Solving word problems L8: Apply knowledge of length when problem solving		L1: Represent and interpret data using a pictogram and table L2: Represent and interpret data using a block diagram and table Representing data using a tally chart, pictogram and block diagram L3: Represent and interpret data using a tally chart and scaled pictogram L4: Represent and interpret data using a tally chart and scaled block diagram Interpreting data L5: Interpret data from scaled pictograms and block diagrams	
Science Living things and their habitats - Habitats around the world	Learn about habitats	Appreciate that environments are constantly changing	Explore the rainforest and its problems	Describe life in the ocean	Discover the Arctic and Antarctic habitat	Create a model of a habitat	End Unit Test: Living things and their habitats - Habitats around the world
Geography	Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.	What is the coast? To explain what the coast is.	What are the features of the Jurassic Coast? To identify the physical features of the coast.	How do people use Weymouth? To identify human features on the coast.	How do people use our local coast? (Data collection) To investigate how people use the local coast.	How do people use our local coast? (Findings) To present findings on how people use the local coast	
ICT Creating Media – Digital Photography	To use a digital device to take a photograph	To make choices when taking a photograph	To describe what makes a good photograph	To decide how photographs can be improved	To use tools to change an image	To recognise that photos can be changed	
RE - What do candles mean to people?	To express and compare ideas about the meaning of candles.	ecognise why candles used to represent ies and beliefs.	To know that the festival of Diwali can be celebrated in different ways.	To know how some Christian followers might celebrate Advent.	To understand why candles are used during Hanukkah.	To understand what candles mean to people.	To explore ways Jesus' birth is celebrated at Christmas using the symbol of light.
Music	Specialist Teacher Solfa songs- hand signs Samba and clave rhyth Handling and controllin		thms.				



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DT - Textiles: Pouches	To sew a running stitch.		To join fabrics using a running stitch.	To decorate a pouch using fabric glue or stitching.			
PSHE - Families and relationships	To begin to understand the role of the family in their lives.	To begin to understand the range of families they may encounter now and in the future.	To recognise how others show feelings in different ways and how to respond.	To begin to understand that some friendships might make us feel unhappy and how to deal with this.	To begin to understand the conventions of courtesy and manners.	To begin to understand the process and emotions relating to grief.	
PE - Dance	Dance To respond to stimuli with a range of actions. To explore movements while repeating and putting them together.	Dance To move at different speeds. To create shapes and actions. To combine your actions with a partner.	Dance To create elastic shapes. To practise, link and repeat movements to put them into a sequence.	Dance To move in time with the music. To learn and create dance moves with a partner.	To be creative and invent contrasting moves. To watch and copy your partners actions.	Dance To combine several actions to create a sequence. To perform with a partner.	

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Irip	Garden Museum
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	Longon (Fire of Longon Walk)
	London (Fire of London Walk)