



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y2 Curriculum information: Autumn 1

Key learning this half term:

English	Maths
<p><u>Brief overview of genre, outcome and text studied</u></p> <p>Class text: How Coyote Brought Fire to Earth and How to Defeat the Fire Giants (Oak Academy units)</p> <p>This half term we will look at the key features of descriptive writing and how authors make their description vivid for the reader focusing on the characters' senses. Following this, we will create our own version of a familiar story and understand the structure of an adventure story. Also, this half term, we will look at instructional writing and first identify the main features of a set of instructions (including imperative verbs and subordinating conjunctions) and then create our own set of instructions.</p>	<p><u>Brief overview of key units taught</u></p> <p>This half term our focus in Maths is place value. The children will be learning to consolidate the following skills:</p> <ul style="list-style-type: none">• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward• Recognise the place value of each digit in a two-digit number (tens, ones)• Identify, represent and estimate numbers using different representations, inc. the number line• Compare and order numbers from 0 up to 100; using < > and = signs• Read and write numbers to at least 100 in numerals and in words• Partition any 2 digit number into different combinations of tens and ones (e.g. 99 = 90 + 9, 99 = 80 + 19 etc)



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Phonics overview

Daily lessons to recap all phase 5 graphemes following the Little Wandle scheme.

/ai/ a-e ai ay a eigh ea ey aigh
/ee/ y ea ee e ie ey e-e
/igh/ igh i-e i y ie
/oa/ ow o o-e oa oe ou

/oo/ /yoo/ oo u u-e ew ue ou ui
/air/ air are ear ere
/ur/ er ur ir or ear
/ow/ ou ow

/or/ or a aw au ore oor al oar our augh aur
/zh/ si su
/ch/ ch tch ture*
/sh/ sh ti ch ssi ci si

/j/ j g ge dge
/s/ s ss c ce se st sc
/u/ ou
/e/ ea
/i/ y
/o/ a
/u/ o o-e
/oo/ u oul
schwa: er a or ar our re

ie /ee/ /igh/
y /ee/ /igh/ /i/
ea /ee/ /e/ /ai/
a /a/ /ai/ /or/

Class reader - The Twits by Roald Dahl



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We are also studying:

<p><u>RESPECT - Relationships</u> We will be sharing ideas and talking as a class about respecting ourselves and others, making friends, feeling lonely, getting help, managing secrets, resisting pressure and recognising hurtful behaviour.</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • The characteristics of being a good friend • To recognise if friendships are making them feel unhappy or unsafe • What bullying is and identify different types including cyber bullying and the responsibilities by bystanders to tell a trusted adult • The rules and principles for keeping safe online • The principles apply to online relationships as to face-to-face-relationships, including the importance of respect for others online 	<p><u>Key Vocab:</u> Respect, friendship, characteristics, safe, unsafe, bullying, cyber bullying, trusted adult, relationship, online</p>
<p><u>Science – Everyday Materials</u> We will learn about the materials used for everyday objects. We will explore what makes a material fit for purpose and experiment with suitable materials whilst identifying their properties.</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • that objects are made from different materials that are chosen specifically because they have suitable properties (examples include: suitable materials for wrapping paper and umbrella) • how to name an object, say what material it is made from, identify its properties and say why they are suitable e.g. bike tyre – rubber – strong, flexible) • that Charles Macintosh invented waterproof fabric and the ‘Macintosh’ • that some objects can be changed in shape by being squashed, bent, twisted or stretched) 	<p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> • human-made, natural • materials • opaque • transparent • translucent • flexible, solid • rigid • waterproof • absorbent • properties <p>suitable</p>



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<p><u>Geography - Would you prefer to live in a hot or cold place?</u> We will learn about the names and locations of the 7 continents, the location of the North and South Poles and the purpose of the Equator and its surrounding countries.</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none">• Name and locate the seven continents on a world map• Locate the North and the South Poles on a world map• Locate the Equator on a world map• Describe similarities and differences between the UK and Kenya• Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place• Recognise the features of hot and cold place• Locate some countries with hot or cold climates on a world map	<p><u>Key Vocab:</u> arid, climate, compass, continent, country, desert, Equator, globe, urban, Grasslands, human feature, ice sheet Land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, weather thermometer, tropical, vegetation</p>
<p><u>Art and Design - Drawing – Tell A Story</u> Using storybook illustration as a stimulus, we will develop our mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p><u>Pupils will know how to:</u></p> <ul style="list-style-type: none">• Use relevant language to describe how an object feels.• Suggest ways to create different textures through drawn marks.• Describe and then draw shapes that make up an object.• Use good observational skills to add details to their drawing.• Use an interesting range of marks that show an understanding of how to draw different textures.• Develop sketches into a character, with some support, adding details to enhance their character.• Demonstrate an understanding of how drawing facial features in different ways conveys expressions.• Recount a story and select key events to draw• Create scenes from their own imagination, with some support	<p><u>Key Vocab:</u> Blending, charcoal, concertina, cross hatching, emoji, emotion, expression, Frame, hatching, illustrations, Illustrator, lines, mark-making, re-tell, Scribbling, sketch, stippling, storyboard, texture, thick, thin</p>



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<p><u>Computing - Online Safety</u> We will learn what is safe and what is not safe to share online. We will learn how to share work safely using a Purple Mash display board. The children will learn how to send and receive emails and understand about their digital footprint.</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • Name ways of reporting inappropriate online behaviour or content to an appropriate adult • Awareness of how to safe search online and possible implications of inappropriate searching • Create, name, save and retrieve work from a shared folder on the system 	<p><u>Key Vocab:</u> Search, filter, internet, sharing, reply, personal information, private information, digital footprint, protection identifying, secure</p>
<p><u>PE</u> <u>Fitness – Fitness Pirate (indoor)</u> Children are to take part in the pirate fitness activities. They will create their own exercises and then teach these to others. These will help improve their levels of balance, co-ordination and overall fitness. They will look at how exercise increases their heart rate. They will also be introduced to timing their own exercises and challenging themselves and others to beat their scores (a Personal Best 'PB').</p> <p><u>Netball (outdoor)</u></p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • To make up their own exercises that helps them balance • To complete all the exercises for 40 seconds confidently • To reach forward keeping balanced on one leg (reaching to get the apple) • To perform star jumps for 40 seconds, some of them at speed • To squat down moving my feet forwards and backwards with control (on the rocks) • To count their score during all the exercises and the next time try and beat their score <ul style="list-style-type: none"> • To move into a space and catch the ball 	<p><u>Key Vocab:</u> Coordinate, teach, timing, heartbeat, steady pace, speed, challenge, score, seconds</p> <p>Space, pass, dodge, receive, invasion, opponent, defend, intercept, possession</p>



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Children will be learning a range of throwing and catching techniques. They will practise giving and receiving the ball whilst also being aware of opponents. Children will learn how to communicate effectively with members of their team.

Swimming

- To pass a ball to someone who is in a space
- To pass the ball, move forward and receive the ball
- To learn how to follow an opponent in a game
- To follow an opponent in a game and attempt to win the ball
- To encourage their team and communicate to score

For children working on the Seahorse Award:

- Enter and exit the water from the side
- Submerge my head under the water and blow bubbles 3 times or more.
- Swim 5m on my front and back
- Push and glide on my front and back
- Turn from my front to back and return to a vertical position
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This can be done with or without armbands

For children working on the Otter Award:

- Enter the water from the side and submerge
- Submerge to pick up an object from the floor
- Swim 10m on my front and back



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	<ul style="list-style-type: none">• Push and glide on my front and log roll onto my back• Rotate in a tuck shape with my feet off the floor• <p><i>Without Armbands</i></p> <ul style="list-style-type: none">•	
<p><u>RE - How can we make good choices?</u> We will learn how people always face moral choices. We will look at what makes a happy classroom and why rules are important. We will then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. We will also look at non-religious stories and how these exemplify some guidelines for life.</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none">• To be able to explain why rules are important.• To recognise the Ten Commandments and comment on their importance to Jews, Christians and Muslims.• To recognise that most religious and non-religious people believe in caring for yourself, caring for others and caring for the world around us.	<p><u>Key Vocab:</u> Choices, influences, Rules, guidelines The Pillars of Islam, The Ten Commandments</p>
<p><u>Music – Hands, Feet, Heart</u> We will learn the song Hands, Feet, Heart by Joanna Mangona which is a song that celebrates South African music. We will learn and build our knowledge about the interrelated dimensions of music through</p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none">• How to sing and follow the melody (tune)• How to play simple rhythmic patterns• How to keep a steady pulse• How to describe what they like or dislike about a piece of music	<p><u>Key Vocab:</u> Verse, chorus, ending, introduction, tune</p>



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warm up games, listening to music, singing, playing instruments, improvising and composing.		
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