



METROPOLITAN BOROUGH OF CALDERDALE  
**Woodhouse Primary School**

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

<b>English</b>	<b>Maths</b>
<p><b><u>Brief overview of genre, outcome and text studied</u></b></p> <p><b>Class text:</b> 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><b><u>Brief overview of key units taught</u></b></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"><li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li><li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• Identify, represent and estimate numbers using different representations, inc. the number line</li><li>• Compare and order numbers from 0 up to 100; using &lt; &gt; and = signs</li><li>• Read and write numbers to at least 100 in numerals and in words</li><li>• Partition any 2 digit number into different combinations of tens and ones (e.g. 99 = 90 + 9, 99 = 80 + 19 etc)</li></ul>



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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><b><u>RESPECT - Relationships</u></b>          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><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• The characteristics of being a good friend</li> <li>• To recognise if friendships are making them feel unhappy or unsafe</li> <li>• What bullying is and identify different types including cyber bullying and the responsibilities by bystanders to tell a trusted adult</li> <li>• The rules and principles for keeping safe online</li> <li>• The principles apply to online relationships as to face-to-face-relationships, including the importance of respect for others online</li> </ul>	
<p><b><u>Science - Animals including humans</u></b>          We will learn about animals including humans and what they need to survive. We will also look at life cycles.</p>	<p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• the basic stages of the human life cycle (baby, toddler, child, teenager, adult, elderly) How rocks and soil are formed.</li> <li>• the basic stages of the life cycle of a butterfly (egg, caterpillar, chrysalis, butterfly)</li> <li>• the offspring of familiar animals: dog – puppy, pig – piglet, sheep – lamb, cow – calf, horse – foal)</li> <li>• the basic needs for survival (air/oxygen, shelter, food, water)</li> <li>• our heart beats faster when we exercise and this helps us to be healthy</li> <li>• we need a balanced diet to keep healthy (we aim to eat 5 portions of fruit/veg per day)</li> </ul>	<p><b><u>Key Vocab:</u></b>          Living, Non living, Dead, Life processes, Habitat, Survive, Reproduce, Offspring, Adults, Life cycle, Survival, Exercise, Balanced diet, Hygiene, Observing, Describing, Healthy</p>



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<p><b><u>Geography - Would you prefer to live in a hot or cold place?</u></b> 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><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"><li>• Name and locate the seven continents on a world map</li><li>• Locate the North and the South Poles on a world map</li><li>• Locate the Equator on a world map</li><li>• Describe similarities and differences between the UK and Kenya</li><li>• Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place</li><li>• Recognise the features of hot and cold place</li><li>• Locate some countries with hot or cold climates on a world map</li></ul>	<p><b><u>Key Vocab:</u></b> 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><b><u>Art and Design - Drawing – Tell A Story</u></b> 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><b><u>Pupils will know how to:</u></b></p> <ul style="list-style-type: none"><li>• Use relevant language to describe how an object feels.</li><li>• Suggest ways to create different textures through drawn marks.</li><li>• Describe and then draw shapes that make up an object.</li><li>• Use good observational skills to add details to their drawing.</li><li>• Use an interesting range of marks that show an understanding of how to draw different textures.</li><li>• Develop sketches into a character, with some support, adding details to enhance their character.</li><li>• Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</li><li>• Recount a story and select key events to draw</li><li>• Create scenes from their own imagination, with some support</li></ul>	<p><b><u>Key Vocab:</u></b> 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><b><u>Computing - Online Safety</u></b>          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><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• Name ways of reporting inappropriate online behaviour or content to an appropriate adult</li> <li>• Awareness of how to safe search online and possible implications of inappropriate searching</li> <li>• Create, name, save and retrieve work from a shared folder on the system</li> </ul>	<p><b><u>Key Vocab:</u></b>          Search, filter, internet, sharing, reply, personal information, private information, digital footprint, protection identifying, secure</p>
<p><b><u>PE</u></b>  <b><u>Dance – Celebrations (Indoor)</u></b>          We will be choreographing and performing a whole class dance linked to the topic of Celebrations</p> <p><b><u>Games – Throwing and Catching (Outdoor)</u></b>          We will be throwing and catching a bean bag, small ball and large ball / inventing and playing a small team based game.</p>	<p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• To create and perform a routine with moves that flow and fit in time to the beat</li> <li>• To use a variety of levels and directions when creating a sequence</li> <li>• To show moods or feelings through a single movement</li> <li>• To move to the beat of the music maintain a rhythm</li> </ul> <ul style="list-style-type: none"> <li>• Roll a piece of equipment using one (dominant hand) or two hands with some accuracy in a competitive environment</li> <li>• Consistently catch a bean bag or soft ball with two hands</li> <li>• Hit the ball sometimes with control</li> <li>• Follow rules of a specific game</li> </ul>	<p><b><u>Key Vocab:</u></b>          rhythm, beat, copy, perform, flow, mood, level, direction, mood, speed, sequence</p> <p>Throw, overarm, underarm, stance, positioning          direction (left, right, forwards, backwards)          Bounce pass, chest pass, throw, catch.</p>



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**Swimming**

**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

•  
*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
- Push and glide on my front and log roll onto my back
- Rotate in a tuck shape with my feet off the floor

•  
*Without Armbands*

Pivot, intercept, defending, attacking  
Rules, teams, boundaries,  
equipment, team, individual



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**RE - How can we make good choices?**

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.

**Pupils will know:**

- To know that a choice is something that you have decided to do and your choices can affect other people
- To know what a 'consequence' is and that every action we take has a consequence
- To recall at least three of the Ten Commandments
- To recall at least two of the Five Pillars of Islam
- To give one reason how the Five Pillars of Islam help Muslims to make good choices

**Key Vocab:**

Choices, influences, Rules, guidelines  
The Pillars of Islam, The Ten Commandments

**Music – Hands, Feet, Heart**

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

**Pupils will know:**

- 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

**Key Vocab:**

Verse, chorus, ending, introduction, tune