



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: Summer 1

Key learning this half term:

English	Maths
<p>Class text: Ganesh Gets Married,</p> <p><u>Ganesh vs Kartikeya</u> In this unit, we will listen to a balanced discussion on the story 'Ganesh Gets Married' and learn how to structure a balanced discussion with reasons for and against. Following this, we will write an independent balanced discussion on 'Should we use plastic?'.</p> <p><u>News Report Writing</u> In this unit, we will listen to a news report about Hades stealing Apollo's harp. We will learn how to structure a news report but also how to answer questions about who, what, where, when and why regarding the topic. Following this, we will write our own news report about an exciting discovery at school.</p> <p>Class reader: The Enchanted Wood / Anisha – Accidental Detective</p>	<p>This half term our focus in Maths is measure and statistics. The children will be learning the following skills:</p> <ul style="list-style-type: none">• Choose and use standard units to estimate and measure m/cm, kg/g, °C, l/ml, to the nearest unit, using rulers, scales etc• Compare and order lengths, mass, volume/capacity and record the results using >, < and =• Record and use symbols for pounds (£) and pence (p) as well as combining amounts to make a particular value• Solve simple problems practically, involving addition and subtraction of money, including giving change• Compare and sequence intervals of time; know mins in an hour and hours in a day• Tell and write the time to 15 minutes, including half past and o'clock, and draw hands on a clock face to show these times• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables• Ask and answer questions based on results from graphs, tables and charts



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Physical health and Mental wellbeing</u> We will look at why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<ul style="list-style-type: none">• about routines and habits for maintaining good physical and mental health• why sleep and rest are important for growing and keeping healthy• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies• the importance of, and routines for, brushing teeth and visiting the dentist• about food and drink that affect dental health• how to describe and share a range of feelings• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others• how to manage big feelings including those associated with change, loss and bereavement• when and how to ask for help, and how to help others, with their feelings	



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Keeping safe

We will discuss safety in different environments;
risk and safety at home; emergencies

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Growing and changing

Growing older; naming body parts; moving class or year

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)



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	<ul style="list-style-type: none"> • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	
RE	Pupils will know	Key Vocab
<p>How can I look after the planet? Explore and discuss a range of religious and non-religious stories about creation. Begin to express ideas about how to care for the planet and why this is important.</p> <p>How do people pray? We will be learning more about Christianity & Islam and looking at 'what is prayer, how do Christians and Muslims pray and what prayer means to me?'</p>	<p>How can I look after the planet?</p> <ul style="list-style-type: none"> • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Begin to express ideas about how to care for the planet <p>How do people pray?</p> <ul style="list-style-type: none"> • Find out how Christians and Muslims pray and name some artefacts relating to prayer • Recognise similarities and differences between how Christians and Muslims pray • Ask questions and respond to questions about prayer • Begin to express their own ideas about the meaning of prayer 	<p>How can I look after the planet?</p> <ul style="list-style-type: none"> • Christians • Muslims • God • Created • Natural • Wonderful • World • Stewardship • Responsibility • Recycle • Reuse • Environment <p>How do people pray?</p> <ul style="list-style-type: none"> • Prayer, reflection • church • mosque



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		<ul style="list-style-type: none"> • faith • symbols • wudu
<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>We will observe and describe how seeds grow into mature plants and find out what a plant needs to survive (food, light, water). Also, name the parts of a plant (stem, petals, roots and leaves) and learn the difference between bulbs and seeds. Following this, we will describe how a plant disperses its seeds.</p>	<p>Can I get better at...</p> <ul style="list-style-type: none"> • describing what plants need to survive? • observing and describing how seeds and bulbs grow into mature plants? • finding out and describing how plants need water, light and a suitable temp. to grow and stay healthy? • (Challenge) Can I get better at describing what plants need to survive and link it to where they are found? 	<ul style="list-style-type: none"> • bulbs • seeds • petals • stem • roots • leaves • germination • reproduction • growth



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		<ul style="list-style-type: none">• seed dispersal
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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Sculpture and 3D: Clay Houses</u> We will be learning how to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. We will be learning skills in working with clay and applying artistic techniques in a structured project.</p>	<ul style="list-style-type: none">• Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.• Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.• Roll a smooth tile surface.• Join clay shapes and make marks in the tile surface to create a pattern.• Draw a house design and plan how to create the key features in clay.	<p>casting, ceramic, cut, detail, flatten,, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</p>



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	<ul style="list-style-type: none"> • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. • 	
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Coding</u> We will be learning what coding is and create a program using code blocks. Following this, we will then learning what an algorithm is, describing one and creating algorithms and codes to follow commands and use timers.	<ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs. 	<ul style="list-style-type: none"> • Action • Algorithm • Background • Button • Collision detection • Debug • Design mode • Event • Key pressed • Nesting
<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>What is it like to live by the coast?</u> In this unit, we will learn what the coast is and identify physical and human features of the coast.	<ul style="list-style-type: none"> • Name and locate the seas and oceans surrounding the UK in an atlas. 	<ul style="list-style-type: none"> • coast • coastline • country



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We will learn what life is like on the coast and how the local people use the coast. Following this, we will then present our findings and research.

- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used.

- data collection
- fieldwork
- island
- harbour
- human feature
- location
- locate
- mudflat
- ocean
- physical feature
- pictogram
- pier
- sand dunes
- sea
- stack
- tally chart
- tourist
- town
- village



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<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
We will learn a song called Friendship and listen to a range of other songs including Count On Me and You've Got a Friend In Me, We will use the instruments to accompany the song, practise keeping the pulse and playing rhythms from the song. We will compose our own music and learn how to write sounds down.	<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• How to order sounds to create a beginning, middle and an end• How to represent sounds with a range of symbols, shapes and marks	<ul style="list-style-type: none">• Verse• Chorus• Ending• Introduction• Tune• Glockenspiel• Note• Beater



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PE	Pupils will know	Key Vocab
<p><u>Indoor –</u> <u>Zumba</u> Using Kidzbop, pupils learn to follow routines and perform actions to the beat of the music.</p> <p><u>Outdoor -</u> <u>Outdoor Pursuits – Orienteering</u> Pupils will use a basic map to follow a specific route, make decisions and solve problems through communicating with peers whilst using maps.</p> <p><u>Swimming -</u></p>	<p>Dance</p> <ul style="list-style-type: none"> • I can create and perform a routine with moves that flow and fit in time to the beat • I can use a variety of levels and directions when creating a sequence. • I can show moods or feelings through a single movement • I can move to the beat of the music maintain a rhythm <p>Orienteering</p> <ul style="list-style-type: none"> • follow and give verbal commands to move forwards, backwards, left and right? • move North, East, South & West whilst following specific instructions in a competitive environment? <p>Swimming For children working on the Seahorse Award:</p> <ul style="list-style-type: none"> • 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 	<p>Dance Beat Unison Timing Routine</p> <p>Orienteering Commands Forwards, backwards, left and right North, South, East, West</p>



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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
- 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