



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: Spring 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class text: Traction Man</p> <p><u>Traction Man</u> We will read the story Traction Man and sequence the different events. Using conjunctions and exciting adjectives, we will describe Traction Man and then we will create our own superhero and describe them. We will then retell the story 'Traction Man', adding in our own adventure. The focus for this unit will be using exciting vocabulary and a range of conjunctions.</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: Fantastic Mr Fox</p>	<p>This half term our focus in Maths is division and fractions. The children will be learning the following skills:</p> <ul style="list-style-type: none">• Recall and use division facts for the 2, 5 and 10 x tables, including recognising odd and even numbers• Calculate maths statements for division within the multiplication tables; write them using the (\div) and ($=$) signs• Solve division problems using materials, mental methods and division facts• Record, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects and quantity• Write simple fractions (e.g. $\frac{1}{2}$ of 6 = 3) and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$



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We are also studying:

RESPECT	Pupils will know:	
<u>Media Literacy and Digital Resilience - continued</u> Children will learn about how the internet can be used in everyday life, how they can access the internet (computer, phone, tablet etc) and how it should be used safely. They will understand that some of the content found online is factual and some of it is for entertainment purposes E.G. games. As part of Safer Internet Day, children will learn that not all information found online is true.	<ul style="list-style-type: none">• the ways in which people can access the internet e.g. phones, tablets, computers• to recognise the purpose and value of the internet in everyday life• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos• that information online might not always be true• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments• how money can be kept and looked after• about getting, keeping and spending money• that people are paid money for the job they do• how to recognise the difference between needs and wants• how people make choices about spending money, including thinking about needs and wants	<ul style="list-style-type: none">• online• safe• internet• access• content• factual• true• Safer Internet Day
<u>Money and Work</u> We will learn about what money is, how we earn money and how we look after money.	<ul style="list-style-type: none">• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments• how money can be kept and looked after• about getting, keeping and spending money	<ul style="list-style-type: none">• money• spending• earning



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	<ul style="list-style-type: none"> • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> • job • responsibility • needs • wants
Science	Pupils will know:	Key Vocab:
<p><u>Living things and their habitats – habitats from around the world (Continued)</u></p> <p>In this unit, children will continue to explore and compare differences between things that are dead, living and things that have never lived. They will learn about how most living things live in habitats which they are suited to and describe how different habitats provide for the basic needs of living things, such as plants and animals, and how they depend on each other. Children will be able to identify and name a variety of plants and animals in their habitats, including microhabitats and they will be able to describe how</p>	<ul style="list-style-type: none"> • that a habitat is a home environment for plants and animals that provides the things they need to survive (air, water, food, shelter) • examples of different habitats (including: desert, ocean, woodland) • that animals are adapted to their environment and can explain how 	<ul style="list-style-type: none"> • living • dead • organism • habitats • adapted • suited • environment • desert • Arctic • ocean • rainforest • endangered • oxygen



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animals obtain their food from plants and other animals.

Animals including Humans – Growth

Children will learn how to learn that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Finally, they will learn how to describe the important of exercise, eating the right amounts of different types of food and hygiene.

- Notice that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise (including the impact on strength, flexibility, balance and coordination)
- Describe the importance for humans of eating the right amounts of different types of food. Beginning to describe foods that can be classified into: fats and oils, protein, dairy, carbohydrates and fruit and veg.
- Simply describe the importance of hygiene and why we need to keep clean.

- nutrition
- survival
- essential
- shelter
- survive
- vital
- grow
- healthy
- non-essential
- carbohydrate
- dairy
- vitamins
- protein
- calcium
- balanced diet
- fresh food
- pre-cooked food
- processed food
- nutrients
- exercise
- germs
- virus



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		<ul style="list-style-type: none"> • bacteria •
History <u>Why did we learn to fly?</u> We will explore how significant events can change the lives of others. We will recap the purpose of a timeline and ask questions about the past.	Pupils will know: <ul style="list-style-type: none"> • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline. 	Key Vocab: <ul style="list-style-type: none"> • beyond living memory • decade • evidence • eyewitness • flight • historic • historically significant • inventor • living memory • past • present • primary source • source
Design Technology <u>Structures: Baby Bear's Chair</u> We will explore the stability of different structures and learn how to strengthen	Pupils will know how to: <ul style="list-style-type: none"> • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. 	Key Vocab: <ul style="list-style-type: none"> • design criteria • man-made • natural



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materials. We will research, design and make a chair structure before testing if it is fit for purpose.	<ul style="list-style-type: none"> Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. 	<ul style="list-style-type: none"> properties structure stable shape model test
Computing	Pupils will know:	Key Vocab:
Creating Pictures The pupils will be exploring some of the templates and functions of 2Paint A Picture alongside learning about artists and art movements. These will include pointillism, patterns, surrealism and eCollage whilst looking at the artwork of Seurat, Piet Mondrian and William Morris.	<ul style="list-style-type: none"> How to describe the main features of impressionist art. How to use 2Paint A Picture to create their own art based upon this style. To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template. To look at the work of Piet Mondrian and recreate it using the Lines template. Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create my own art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance their patterns. Children can describe surrealist art. 	<ul style="list-style-type: none"> Art Fill Impressionism Palette Pointillism Style Surrealism



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	<ul style="list-style-type: none">Children can use the eCollage function in 2Paint a Picture to create their own surrealist art using drawing and clipart.	
PE	Pupils will know:	Key Vocab:
<u>Indoor</u> <u>Dance (Holi)</u> Linked to the Holi festival, children will learn and perform dance movements. They will think carefully about using space by focusing on levels, travelling, skipping, stepping and jumping. Children will work in pairs/small groups to create and perform dance routines with control.	<u>Dance</u> <ul style="list-style-type: none">how to perform with a sense of timing and expressionhow to choose an action and try to move in unison or canon with a partnerthat there are different types of pathways in dancehow to use different energies in my dancehow to use movements based on a theme to create a dance performance <u>Rugby</u> <ul style="list-style-type: none">that your partner/teammate should be looking at you, before you pass to themthat they should move into a space to receive the ball as this helps them move away from the oppositionthat the attackers are the ones who have possession of the ball and attempting to scorethat when they defending, they need to try and stop their opponent scoring	<u>Dance</u> movement control count beat travel Rugby tagger protect place honesty target invasion zone attack defend



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the aim to develop tactics for defending and attacking.

- how to score points in games and the need to follow the rules, being honest and fair

Swimming

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



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RE	Pupils will know:	Key Vocab:
<p><u>How and why do people pray?</u> In this unit, children will explore the meaning behind prayer and the reasons for doing it. They will learn about how different religious groups pray and about any symbols, actions or positions which are important in relation to prayer.</p>	<ul style="list-style-type: none">• Ideas about why people pray.• What different people might do/what might they say when they pray.• Some differences and similarities between the way different people pray.	<p>Prayer reflection devotion church shrine mosque meditation faith worship symbols blessing</p>
Music	Pupils will know:	Key Vocab:
<p><u>Zootime</u> We will learn the song "Zootime" by Joanna Mangona which is a song that celebrates reggae music. We will learn, rehearse and perform the reggae track using glockenspiels.</p>	<ul style="list-style-type: none">• How to sing and follow the melody (tune)• How to play simple rhythmic patterns• How to hold a beater and play a glockenspiel• How to keep a steady pulse• How to describe what they like or dislike about a piece of music	<ul style="list-style-type: none">• Verse• Chorus• Ending• Introduction• Tune• Glockenspiel• Note• Beater



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