



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

Reception Curriculum: Autumn 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p><u>Phonics overview</u> The children will continue their learning within phase 2 following the Little Wandle Letters and Sounds revised programme. They will be taught the sounds in isolation and will continue practising to read 2, 3 and 4 letter words by the technique of decoding and blending. Children will also be taught words with 's' added at the end (hats sits). Children will then be taught words ending in 's' that sounds like a 'z' (his, bags). Pupils will also be introduced to the second set of 'tricky words' and learn to recognise these instantly by sight.</p> <p><u>Phase 2 Graphemes (continued)</u> f ll ss j v w x y z zz qu ch sh th ng nk</p> <p><u>Phase 2 Tricky words</u> put* pull* full* as and has his her go no to into she push* he of we me be.</p> <p><u>What we will know</u> Recognise the phase 2 sounds and the tricky words above.</p>	<p><u>Explore, copy, continue and create simple patterns</u> Pupils will recognise that a pattern is a repeated unit. They will explore different patterns and learn that patterns can be both visual and auditory. Pupils will be introduced to AB patterns which is a pattern with two repeating parts. They will complete a given pattern and create their own patterns using classroom items and objects from the environment.</p> <p><u>Finding 1, 2 and 3</u> Pupils will explore different representations of the numbers 1, 2, and 3. They will match the verbal number names to numerals and quantities. Pupils will also rehearse subitising amounts up to 3 where they will see the numbers 1, 2 and 3 representing in a variety of arrangements. Pupils will practically explore finding one more and one less with numbers up to 3 noticing the relationship between these numbers.</p> <p><u>Circles and Triangles</u> Pupils will identify and name circles and triangles. They will then compare circles and triangles looking for things that are the same and</p>



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things that are different. Pupils will look for these shapes in the environment. Pupils will also hear and begin to use positional language such as 'in', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind' to describe how items are positioned in relation to other items.

1, 2, 3, 4, 5

Pupils will explore finding different representations of 4 and 5. Pupils will match verbal number names to numerals and quantities. They will then continue to develop their subitising skills by applying this to the visual representations/arrangements of the numbers 4 and 5. Pupils will then revisit finding 1 more and 1 less with numbers up to 5 and continue to look for patterns in the number system.

What we will know

- Continue a given repeating pattern.
- Create an ABAB pattern.
- Name, count and subitise numbers 1, 2, 3, 4 and 5.
- 1 more/1 less with numbers to 5
- Name, identify and recognise circles and triangles.
- Positional language such as 'in', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind'.



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Class readers	Class readers	Class readers
Special Days Bonfire Night/ Special Days of the Year Bonfire Night Room on the Broom Sparks in the sky Pop up London We love Diwali Let's Celebrate 5 days of Diwali! Rama and Sita – The story of Diwali	Where the poppies now grow Poppy Day Funny Bones Owl Babies Owls and Owlets Stickman The Snowman	Around the world Homes No place like home We're better together Twas the night before Christmas The Christmas Truce The Christmas Nativity

We are also studying:

<u>RESPECT</u>	<u>What we will know</u>	<u>Key Vocab</u>
Talk about the lives of people around them and their roles within society. Children can talk about themselves and their immediate family. They talk about their likes, dislikes and their family members and culture.	We will name the people who are special to us and talk about why they are special and the roles that they take in our lives. We will know how to talk about ourselves and why we are unique. We will be able to talk about our immediate family.	Community, special, family, friends, teachers, home, school, local places of worship. Unique, family names, me.



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<u>Enquiry learning</u>	<u>What we will know</u>	<u>Key Vocab</u>
Autumn and Winter festivals Bonfire Night	We will know how to stay safe on Bonfire night such as holding a sparkler safely and staying safe whilst attending bonfire and firework displays. The children will know that London is the capital city of England. We will be able to name some famous London landmarks such as the Houses of Parliament, Big Ben and The London Eye. We will learn about Bonfire night, why some people celebrate Bonfire Night and how people celebrate this day. We will learn about the history of Guy Fawkes and the Gunpowder Plot and what the houses of parliament are.	Britain. Guy Fawkes, bonfire, fireworks, Gunpowder plot, Houses of Parliament
Diwali	We will know who celebrates Diwali, why Diwali is celebrated and the History of how Diwali started many years ago. We will know some facts about Hindu's and Sikh's and the traditions that they enjoy. We will explore Mendhi designs and have a go at using paints to create our own. We will know whereabouts in the world India is and know how to search for India on the globe. We will know that in Sikhism, no singular creation story exists. Sikhs believe that God created the universe; but that no human can say how this happened.	King Rama, Diwali, festival, Hindus, festival of light, love
Remembrance Day	We will know some facts about Remembrance Day and the significance of the poppy. We will know that we mark this day each year by wearing poppies to think about people in the past who fought for our country and the lives we lead today. We will know what the soldiers did for our country and know about the importance of remembering those who died.	Remembrance Day, Armistice Day, World War One, poppies, soldiers, sailors, airmen, commemorate, time.



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Funnybones	<p>The children will listen to and know the story of the Funnybones. The children will know how to move, dance and sing to the Funnybones music. The children will know how to create their own Funnybones skeletons using art straws, chinks and paints before labelling their work.</p> <p>We will know about the different bones, muscles and joints in our bodies and discuss what each part is used for. We will know how to keep our bodies fit and healthy through exercise.</p>	Body, skeleton, bones, muscles, move, joints, skin, healthy, exercise, fit.
Owl Babies	<p>We will share and know the story of The Owl Babies book which will be shared with the children. We will know how to act out the story of The Owl Babies and take turns in acting out different roles.</p> <p>We will know how to create their own Owl Babies picture and use pastels to complete some Owl observational drawings. With support we will know how to label our drawings and write a letter to Bill, telling him not to worry.</p>	Owls, author, illustrator, tree, twig, leaves, feathers, house, trunk, hunting, branch, together, swoop, bounced, flapped.
Our Homes	<p>We will know about the community in which we live. We will talk about our own homes and how they might be similar and different to other homes. We will observe photographs of our own homes and know how to design, draw and build our own homes on a large scale using different materials. We will then work together to find out about homes around the world and how they are similar and different as well as learning about how homes have changed over time. We will link our learning back to our Diwali learning and homes in India.</p>	Different, house, home, family, community, town, street.



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Christmas and Winter Traditions	We will know about the tradition of Christmas and how people celebrate Christmas in our local community. We will work together to perform our Christmas assembly for our families and enjoy sharing our favourite Christmas stories. We will know how to role play in our Santa's workshop as we write labels and cards for gifts before delivering them to children over the world.	Tree, Father Christmas, Santa, Decorations, Snow, Winter, Presents,
The traditional Christmas story	We will share and know the Christmas Story and know about what some people believe is the true meaning of Christmas. The children will enjoy a visit to our local church in our community to join in our Christmas carol service at St John's C of E Church. We will know how to act out the story, build the Church and Bethlehem using the blocks and retell the story through drawings, labels and simple sentences.	Christmas, Jesus Christ, birth, Bethlehem, celebration, gifts, church, service, family



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<u>RE</u>	<u>What we will know</u>	<u>Key Vocab</u>
How are special times celebrated	We will know that Bonfire Night is special to some people and why people celebrate this time.	Britain. Guy Fawkes, bonfire, fireworks, Gunpowder plot, Houses of Parliament
Autumn and winter festivals – Diwali	We will know that Diwali is a festival that is celebrated by Sikhs and Hindus. We will know how and why some people celebrate this special time.	King Rama, Diwali, festival, Hindus, festival of light, love
Autumn and winter festivals - Christmas	We will know about the Christian festival of Christmas and know about the traditional Christmas story. We will learn about why some people celebrate this special time and the different ways that people celebrate Christmas.	Christmas, Jesus Christ, birth, Bethlehem, celebration, gifts, church, service, family
Which places are special and why	We will know the name of the community in which we live and will be able to talk about where I live and who I live with. I will be able to talk about some of the things that are special to me in my home.	Different, place, house, home, family, community, town, street.
Where do I live and what is special to me		



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<u>Design technology</u>	<u>What we will know</u>	<u>Key Vocab</u>
<u>Structures: Junk Modelling</u>	<p>In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. The children will manipulate materials to create different effects. Pupils will practise and develop their scissor skills top cut and shape different materials. They will verbally plan and create their own junk model.</p>	<ul style="list-style-type: none">• join• stick• cut• bend• slot• smooth• bendy• bumpy• scissors• blades• handle• cork• plastic• glue stick• bottle top• temporary• snip• squeeze• thumb• fingers• elbow• bubble wrap• cooked pasta• tin foil• playdough• straws• permanent materials• push• pull• break• separate• fix• lift• open• measure• bigger• shorter• longer• taller• thicker• thinner• rough• smooth



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<u>Music</u>	<u>What we will know</u>	<u>Key Vocab</u>
<p>Charanga</p> <ul style="list-style-type: none">• We will be learning how to listen and respond to different styles of music• We will be embedding foundations of the interrelated dimensions of music• We will be learning to sing or sing along with rhymes and action songs• We will be improvising leading to playing classroom instruments• We will be sharing and performing the learning that has taken place	<ul style="list-style-type: none">• We will know how to listen and respond to the different styles of music and discuss why we like/do not like each music style and the parts that we do or do not like and why• We will know how to use our voices and different classroom instruments• We will know how to sing rhymes and action songs and build to singing and playing• We will know how to share and perform our music	<ul style="list-style-type: none">• Pulse• Rhythm• Pitch• Listen and appraise• Perform and share



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<u>PE</u>	<u>What we will know</u>	<u>Key Vocab</u>
Fitness and Funs <ul style="list-style-type: none">We will learn how to negotiate space and obstacles safely; with consideration for themselves and othersWe will demonstrate strength, balance and co-ordinationWe will move energetically, such as running, jumping, hopping and skipping	<ul style="list-style-type: none">We will know how to keep fit and strong by running, jumping, skipping, hopping, balancing, crawling, climbing.We will know how to move energetically by running, skipping, hopping, jumping.	Running Skipping Hopping Jumping Energetically Space Safe Strength Balance Co-ordination