



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 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class text: Baba Yaga (narrative unit) and Explanation: How Birds Fly (non-chronological report) – Oak Academy units.</p> <p>This half term we will look at writing story openings which are engaging for the reader and hook the reader in to predicting what might happen next. Following this, we will learn about how to use similes to describe a character in a story and make this engaging and vivid for the reader. This will then lead into the pupils writing their own version of the story (Baba Yaga) with an exciting opening, a middle that builds drama and a satisfying ending.</p> <p>Also, we will be reading examples of explanation texts and finding the features of an explanation text. The example we will focus on is 'How Birds Fly' and we will use this as a guide in order to create our own explanation text about 'How Dragons Fly'.</p> <p>Class reader: The Owl Who Was Afraid Of The Dark by Jill Tomlinson.</p>	<p>This half term our focus in Maths is addition and subtraction. The children will be learning to consolidate the following skills:</p> <ul style="list-style-type: none">• Solve addition and subtraction problems: (concrete, abstract & pictorial representations); apply knowledge of mental and written methods• Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100• Add and subtract numbers including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers• Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot• Recall and use inverse relationship between addition and subtraction; use this to check calcs and missing no problems



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We are also studying:

RESPECT	Pupils will know:	
<u>Relationships- cont.</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.	<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	<u>Key Vocab:</u> <ul style="list-style-type: none">• respect• friendship• characteristics• safe• unsafe• bullying• cyber bullying• trusted adult• relationship• online
Science	Pupils will know:	Key Vocab:
<u>Living Things and their Habitat</u> This unit 'Living things and their habitats' takes children through six lessons where they: explore and compare the differences between things that are living, dead, and things that have never been alive. They learn how to identify and name a variety of	<ul style="list-style-type: none">• that living things can be classified into living, non-living and no longer living and give examples.• that a habitat is a home environment for plants and animals that provides the things they need to survive (air, food, shelter)• examples of different habitats	<ul style="list-style-type: none">• living• non-living• no longer living• habitat• environment• food chain• humans



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plants and animals in their habitats, including microhabitats; and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<ul style="list-style-type: none">• that animals are adapted to their environment and can explain how (e.g. meerkats – sharp claws to dig, black patches to protect eyes, fur that camouflages)• how food chains work and can explain a simple food chain• that on a food chain, the arrow means 'is eaten by'	<ul style="list-style-type: none">• plants• animals• food source• adapted
History <u>How was school different in the past?</u> We will compare schools from the past to schools now. We will explore the differences and similarities and identify key features of a classroom.	Pupils will know: <ul style="list-style-type: none">• Correctly order and date four photographs on a timeline and add some dates.• Ask one question about schools in the past.• Make one comparison between schools in the past and present.• Use sources to research and develop an understanding of what schools were like 100 years ago.• Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.• Recognise two similarities and two differences between schools now and schools in the past.• State whether they would have preferred to go to school in the past or not and explain why.	Key Vocab: <ul style="list-style-type: none">• past• timeline• date• different• decade• present• important• similar• modern• living memory• evidence• source• decade• beyond living memory



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		<ul style="list-style-type: none">• preferred
Design Technology <u>Mechanisms: Fairground Wheel</u> We will learn that different materials have different properties. We will explore the suitability of these materials and design then create a wheel.	<u>Pupils will know how to:</u> <ul style="list-style-type: none">• Design and label a wheel.• Consider the designs of others and make comments about their practicality or appeal.• Consider the materials, shape, construction and mechanisms of their wheel.• Label their designs.• Build a stable structure with a rotating wheel.• Test and adapt their designs as necessary.• Follow a design plan to make a completed model of the wheel.	<u>Key Vocab:</u> <ul style="list-style-type: none">• design• design criteria• wheel• Ferris wheel• pods• axle• axle holder• frame• mechanism
Computing <u>Questioning</u> We will learn about the importance of phrasing questions and that certain	<u>Pupils will know:</u> <ul style="list-style-type: none">• To learn about data handling tools that can give more information than pictograms.• To use yes/no questions to separate information.	<u>Key Vocab:</u> <ul style="list-style-type: none">• Block graph• Cell• Column



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<p>data-handling resources are limited in the answers they can provide.</p> <p><u>Spreadsheets</u> We will be continuing our work on spreadsheets, learning how to copy and paste data, using a spreadsheet to total information and then creating a bar chart to show this.</p>	<ul style="list-style-type: none"> • To construct a binary tree to identify items • To use 2Question (a binary tree database) to answer questions • To use a database to answer more complex search questions • To use the Search tool to find information • Find data using specific searches • Use database software to organise and retrieve information • Add suitable text, sound and images to their work 	<ul style="list-style-type: none"> • Copy • Count tool • Data • Drag • Equals • Label • Row • Speak tool • Table • Total • Pictogram • Question • Data • Collate • Binary tree • Avatar <p>database</p>
<p><u>PE</u> <u>Indoor</u> <u>Yoga</u> Children will learn how to perform the yoga poses, with a strong tummy to</p>	<p><u>Pupils will know:</u> <u>Yoga</u></p> <ul style="list-style-type: none"> • How to perform the Yoga poses, have a strong tummy to help them keep their body in position 	<p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> • pose • yoga • breathe • story



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help them keep their body in position. They will lie down, relax and focus their breathing, taking deep breaths. Children will then take the yoga poses which they have learnt and include them in a story.

Outdoor

Football Fundamentals

Children will learn a range of football skills including how to stop a ball with control using their feet, how to pass a ball, how to dribble with a ball, how to find a space and how to get the ball from the other team. Once these skills have been taught, children will then work together in small teams to play a game of football.

- How to lie down, relax and focus on their breathing, taking deep breaths
- How to perform the yoga poses with flexibility and control
- How to include the yoga poses in a story

Football

- How to stop a ball with control using the sole of their foot
- How to pass a ball with the inside of their foot
- How to dribble into a space, keeping the ball close to them
- How to dribble into a space, keeping their head up
- How to tackle another player and get the ball
- How to play football, follow the rules fairly and show respect to others

- control
- relax

- score
- space
- invasion
- aware
- inside
- outside
- tackle



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<p><u>Swimming</u></p>	<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><i>This can be done with or without armbands</i></p> <p>For children working on the Otter Award:</p> <ul style="list-style-type: none"> • 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 <p><i>Without Armbands</i></p>	
<p>RE <u>What do religions/world views say about our wonderful world?</u> Pupils will learn about the views of different religions/worldviews regarding</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • To recognise two religious/non-religious stories/beliefs about creation • To be able to give their own suggestions on how we can care for the planet 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • World • Caretakers • Responsibility • Created/creator



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the origins of the world and the place of human beings in it. The unit will focus on considering the ways in which religious and non-religious individuals and organisations show care and concern for the planet.

- Recycle
- Natural
- Reuse
- Wonderful
- Environment

Music

Christmas Nativity

We will learn about the skills required to perform on a stage. We will learn songs and actions and explore the key elements of performing to an audience.

Pupils will know:

- To sing and follow the melody (tune)
- To rehearse and perform to an audience
- To learn a range of songs

Key Vocab:

- Verse
- Chorus
- Ending
- Introduction
- Tune
- Perform
- Rehearse