



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 2

Key learning this half term:

English	Maths
<p><u>Letter Writing</u> In this unit, we will look at features of writing a letter. The pupils will read the story 'The Day The Crayons Quit' and will look at the letters that Duncan receives. Following this, the pupils will write letters in a similar style to other class stationary that has decided to 'quit'.</p> <p>After this, we will write a formal letter to Tropical World, thanking them for allowing Year 2 to visit this year. We will compare formal and informal letter features and focus on the purpose of the letters.</p> <p><u>Narrative Writing</u> In this unit, we will listen to a story about 'Persephone' and understand the structure of this story, especially the ending. We will then discuss alternative endings to the narrative and how these can be altered but still fit with the theme of the story.</p> <p>Class reader: Nim's Island</p>	<p>This half term we will be recapping prior learning that has been taught over the year. The children will be revisiting the following skills:</p> <ul style="list-style-type: none">• 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• 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 or quantity• Solve multiplication and division problems using materials, repeated add, mental methods and multiplication and division facts• Calculate maths statements for multiplication and division within the times tables; write them using the (\times), (\div), (=) signs• Recall and use multiplication and division facts for the 2, 5 and 10 x tables, including recognising odd and even numbers



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- Recall and use inverse relationship between addition and subtraction; use this to check calcs and missing number problems
- Solve addition and subtraction probs: (concrete objects & pictorial representations); apply knowledge of mental and written methods
- Addition and subtraction numbers including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers

We are also studying:

RESPECT	Pupils will know	Key Vocab
<u>Keeping safe</u> We will discuss safety in different environments; risk and safety at home; emergencies	<ul style="list-style-type: none">• 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	



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Growing and changing

Growing older; naming body parts; moving class or year

- 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

- 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)
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year



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RE	Pupils will know	Key Vocab
<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 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 do people pray?</p> <ul style="list-style-type: none"> • Prayer, reflection • church • mosque • faith • symbols • wudu
Science	Pupils will know	Key Vocab
<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 • seed dispersal



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<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Mechanisms: Making a moving monster</u> We will learn what mechanisms are and how they are made. We will design, create and evaluate our own mechanisms before bringing all of the knowledge together to create a moving monster.</p>	<ul style="list-style-type: none">• Identify the correct terms for levers, linkages and pivots.• Analyse popular toys with the correct terminology.• Create functional linkages that produce the desired input and output motions.• Design monsters suitable for children, which satisfy most of the design criteria.• Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.• Select and assemble materials to create their planned monster features.• Assemble the monster to their linkages without affecting their functionality.•	<ul style="list-style-type: none">• axle• design criteria• input• linkage• mechanical• output• pivot• wheel



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><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.</p> <p><u>Effective Searching</u> In this unit, pupils will be understanding the internet and searching safely to answer questions to a quiz.</p>	<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">• To recall the meaning of key Internet and searching terms.• To have successfully completed a quiz about the Internet.• To identify the basic parts of a web search engine search page.• To learn to read a web search results page.• To search the Internet for answers to a quiz.	<ul style="list-style-type: none">• Action• Algorithm• Background• Button• Collision detection• Debug• Design mode• Event• Key pressed• Nesting



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<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>What is a monarch?</u> In this unit, we will learn what a monarch is and the role that they have/have had in society. We will explore current, reigning monarchs and significant historical monarchs. We will learn about the impact that monarchs have and explore how power is exercised in different cultures, times and groups.</p>	<ul style="list-style-type: none">• Recall that a monarch is a king or queen.• Explain that recent monarchs in the UK do not have the power to make decisions alone.• Identify some of the monarch's roles.• Explain that a king or queen is crowned in a special ceremony called a coronation.• Name some of the main steps in the coronation ceremony.• Explain the use of special objects in the coronation.• Use sources to explain how William the Conqueror became King of England.• Know that monarchs in the past had all the power to make decisions.• Explain how William the Conqueror kept order and conquered England.• Identify the two different types of castle built by the Normans.• Compare the similarities and differences between Norman castles.• Identify features of Norman castles.	<ul style="list-style-type: none">• absolute monarchy• Anglo-Saxon• anointing• Archbishop of Canterbury• armed forces• attack• bailey• battle• battlements• Bayeux Tapestry• ceremony• concentric castle• constitutional monarchy• conquer• coronation• crowning• defend• earl• Edward the Confessor• fortified manor house



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- Explain how castles have changed over time.
- Recognise that we still have castles today.
- Sequence castles on a timeline.
- Describe characteristics of the monarchy in the past.
- Identify that the monarchy has changed over time.
- Make comparisons between past and present monarchy.

- gatehouse, government
- Harold Godwinson, Earl of Wessex, Harald Hardrada
- Head of State
- Invade, investing
- Keep, moat, monarch
- Motte, motte-and-bailey
- Nobility, Normandy, Normans
- Oath, orb, parliament
- Portcullis, power, procession
- Rule, sceptre
- stone keep, tower, walls
- William of Normandy
- Witan



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<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>We will recap learning that has taken place in music lessons this year. We will reflect, rewind and replay class favourite songs and perform familiar pieces on glockenspiels.</p>	<ul style="list-style-type: none">• Listen and Appraise Classical music• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments• Singing• Play instruments within the song• Improvisation using voices and instruments• Composition• Share and perform the learning that has taken place	<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>Athletics In preparation for Sports Day, we are practising the various events, including; beanbag target throw, javelin, beanbag push, relay, sprint and long distance.</p>	<ul style="list-style-type: none">• I can run using straight arms and high knees• I can vary my sprint running technique from my long distance running technique• I can throw a ball using an overarm technique with opposite foot forwards• I can throw a bean bag to a target with both hands• I can run and jump off a specific point from 1 foot and land on 2 feet <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> For children working on the Otter Award:</p> <ul style="list-style-type: none">• Enter the water from the side and submerge	<ul style="list-style-type: none">• Underarm• Overarm• Accurately• Posture• Stance• Sprint• Pace



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| | <ul style="list-style-type: none">• 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 | |
|--|---|--|