



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:

English	Maths
<p>Class text: Ganesh Gets Married (narrative writing) - Oak Academy unit.</p> <p><u>How to Catch Fantastic Mr Fox – instruction writing</u> In this unit, we will recap on the key features of instruction writing and then create our own set of instructions on 'How to Catch Fantastic Mr Fox' from the point of view of Boggis, Bunce or Bean.</p> <p><u>Ganesh Gets Married</u> In this unit, we will explore how an author makes the reader feel a certain mood based on the plot and the characters of the story. We will also look at the sentence types and structure and embed our narrative writing key features (past progressive tense, prepositional phrases, time words and simile).</p> <p>Class reader: The Hodgeheg</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:

<p>RESPECT</p>	<p>Pupils will know:</p>	
<p><u>Media literacy and digital resilience</u> We will continue to look at the use of the internet in everyday life and how we use the internet safely.</p> <p>Money and Work We will learn about what money is, how we earn money and how we look after money.</p>	<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 	
<p>Science</p>	<p>Pupils will know:</p>	<p>Key Vocab:</p>
<p><u>Living Things and Their Habitats</u> We will learn about the needs of all living things. We will explore what is living, has never lived and what is no</p>	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead and things which have never been alive. 	<ul style="list-style-type: none"> • carnivore • herbivore • omnivore



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<p>longer living. We will study various habitats and how they provide everything that a living thing may need as well as looking at the food chain.</p>	<ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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"> • predator • prey • producer • consumer • adaptations • habitat • survive • environment • minibeasts
<p>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.</p>	<p>Pupils will know:</p> <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. 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • beyond living memory • decade • evidence • eyewitness • flight • historic • historically significant • inventor • living memory • past



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		<ul style="list-style-type: none"> • present • primary source • source
Design Technology	Pupils will know how to:	Key Vocab:
<p>Structures: Baby Bear's Chair We will explore the stability of different structures and learn how to strengthen materials. We will research, design and make a chair structure before testing if it is fit for purpose.</p>	<ul style="list-style-type: none"> • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. • 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"> • design criteria • man-made • natural • properties • structure • stable • shape • model • test
Computing	Pupils will know:	Key Vocab:
<p>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</p>	<ul style="list-style-type: none"> • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. 	<ul style="list-style-type: none"> • Art • Fill • Impressionism • Palette • Pointillism • Style • Surrealism



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<p>Seurat, Piet Mondrian and William Morris.</p>	<ul style="list-style-type: none"> To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage. 	
<p>PE</p>	<p>Pupils will know:</p>	<p>Key Vocab:</p>
<p><u>Indoor</u> <u>Dance</u> Pupils will perform actions in time to beats as a class. We will have opportunities to create short sequences in small groups.</p> <p><u>Outdoor</u> Games – Tennis We will be throwing and catching a bean bag, small ball and large ball / inventing and playing a small team-based game.</p> <p><u>Swimming</u></p>	<p>Dance</p> <ul style="list-style-type: none"> Create and perform a routine with moves that flow and fit in time to the beat Use a variety of levels and directions when creating a sequence. Show moods or feelings through a single movement Move to the beat of the music maintain a rhythm <p>Tennis</p> <ul style="list-style-type: none"> Throw and catch a ball between hands Balance a ball on a racket with control Using the correct racket grip Play a small modified game with a partner <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 	<p>Dance Beat Unison Timing Routine</p> <p>Tennis forehand backhand ready position control points team</p>



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	<ul style="list-style-type: none"> • Turn from my front to back and return to a vertical position <i>This can be done with or without armbands</i> For children working on the Otter Award: <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>	
RE	Pupils will know:	Key Vocab:
<p><u>What does it mean to belong to a church or mosque?</u> The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn</p>	<ul style="list-style-type: none"> • To know why Christians go to church on a Sunday • To recognise some of the routines that take place in a mosque – Muslims cover their head, take off their shoes and wash before entering a mosque • To name two artefacts that might be found in a church and two artefacts that might be found in a mosque. 	<ul style="list-style-type: none"> • The parts of a mosque and a church • The importance of belonging to a Christian or Muslim community <p>Ceremonies and rituals related to membership of a religious community</p>



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that churches and mosques are special places for the people who go there		
Music	Pupils will know:	Key Vocab:
Zootime 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.	<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