



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:

English	Maths
<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:	
<p><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.</p>	<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 	
Science	Pupils will know:	Key Vocab:
<p><u>Materials</u> We will learn about the materials used for everyday objects. We will explore what makes a material fit for purpose and experiment with suitable materials whilst identifying their properties.</p>	<ul style="list-style-type: none"> • that objects are made from different materials that are chosen specifically because they have suitable properties (examples include: suitable materials for wrapping paper and umbrella) • how to name an object, say what material it is made from, identify its properties and say why they are suitable e.g. bike tyre – rubber – strong, flexible) • that Charles Macintosh invented waterproof fabric and the 'Macintosh' • that some objects can be changed in shape by being squashed, bent, twisted or stretched) 	<ul style="list-style-type: none"> • human-made, natural • materials • opaque • transparent • translucent • flexible, solid • rigid • waterproof • absorbent • properties • suitable



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History	Pupils will know:	Key Vocab:
<p><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.</p>	<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.	<ul style="list-style-type: none">• past• timeline• date• different• decade• present• important• similar• modern• living memory• evidence• source• decade• beyond living memory• preferred



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Design Technology	Pupils will know how to:	Key Vocab:
<p><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.</p>	<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.	<ul style="list-style-type: none">• design• design criteria• wheel• Ferris wheel• pods• axle• axle holder• frame• mechanism
Computing	Pupils will know:	Key Vocab:
<p><u>Presenting Ideas</u> We will be exploring how a story can be presented in different ways and crating fact files, quizzes and presentations about a chosen topic.</p>	<p><u>Presenting Ideas</u></p> <ul style="list-style-type: none">• To explore how a story can be presented in different ways• To make a quiz about a story or class topic• To make a fact file on a non-fiction topic• To make a presentation to the class	<p>E-book, fact file, fiction, mind map, node, non-fiction, presentation, quiz</p>



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PE	Pupils will know:	Key Vocab:
<p><u>Indoor</u> Gymnastics - balances Pupils further develop points and patches balances. They perform balances individually and with a partner.</p> <p><u>Outdoor</u> Games – Throwing and Catching 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>Gymnastics</p> <ul style="list-style-type: none"> • I can create my own sequence of linked moves that flow. • I can co-operate with a partner to create a sequence of moves that contrast (high and low). • I can hold a simple balance for 3 seconds in isolation and as part of a short sequence. <p>Games – Throwing and Catching</p> <ul style="list-style-type: none"> • Roll a piece of equipment using one (dominant hand) or two hands with some accuracy in a competitive environment • Consistently catch a bean bag or soft ball with two hands • Hit the ball sometimes with control • Follow rules of a specific game <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>Stretch, Flexibility, Travel, Patch Balance (Back, Front, Shoulder, Side, Bottom), Point Balance (hands, feet, elbows, knees & head), Jump (straight or shape), Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch), Equipment/Apparatus (ball, hoop, beam, table, mat), Sequence , Performance</p> <p>Throw, overarm, underarm, stance, positioning direction (left, right, forwards, backwards) Bounce pass, chest pass, throw, catch. Pivot, intercept, defending, attacking Rules, teams, boundaries, equipment, team, individual</p>



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	<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>How can we make good choices?</u> <u>Cont.</u> We will learn how people always face moral choices. We will look at what makes a happy classroom and why rules are important. We will then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. We will also look at non-religious stories and how these exemplify some guidelines for life.</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • To know that a choice is something that you have decided to do and your choices can affect other people • To know what a 'consequence' is and that every action we take has a consequence • To recall at least three of the Ten Commandments • To recall at least two of the Five Pillars of Islam • To give one reason how the Five Pillars of Islam help Muslims to make good choices 	<p>Key Vocab: Choices, influences, Rules, guidelines The Pillars of Islam, The Ten Commandments</p>



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Music	Pupils will know:	Key Vocab:
<p>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.</p>	<ul style="list-style-type: none">• To sing and follow the melody (tune)• To rehearse and perform to an audience• To learn a range of songs	<ul style="list-style-type: none">• Verse• Chorus• Ending• Introduction• Tune• Perform• Rehearse