



METROPOLITAN BOROUGH OF CALDERDALE  
**Woodhouse Primary School**

Daisy Road, Brighouse, West Yorkshire HD6 3SX  
 Tel : 01484 714750  
 Email: [admin@woodhouse.calderdale.sch.uk](mailto:admin@woodhouse.calderdale.sch.uk)



Headteacher: **Mrs Anne Crane**  
 Deputy Headteacher: **Mrs Smaldon**  
 Assistant Headteacher: **Mr Freeman**

**Y2 Curriculum information: Spring 1**

**Key learning this half term:**

English	Maths
<p><b>Class text:</b> The Eagle Who Thought He Was a Chicken and Ganesh Gets Married (narrative writing) - Oak Academy units.</p> <p><u>The Eagle Who Thought He Was a Chicken</u>            In this unit, we will look at story writing and create our own stories based on a similar theme to 'The Eagle Who Thought He Was A Chicken'. We will look at creating a problem that matters to the reader and ensure that the problem can be solved and that it focuses around a moral. In this unit, we will look at the past progressive tense and using apostrophes for contraction and possession.</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><b>Class reader: Fantastic Mr Fox</b></p>	<p>This half term our focus in Maths is multiplication. The children will be learning to consolidate the following skills:</p> <ul style="list-style-type: none"> <li>• Recall and use multiplication facts for the 2, 5 and 10 x tables, including recognising odd and even numbers</li> <li>• Calculate maths statements for multiplication within the multiplication tables; write them using the (×), (=) signs</li> <li>• Show that multiplication of 2 numbers can be done in any order</li> <li>• Solve multiplication problems using materials, repeated addition, mental methods and multiplication facts</li> </ul>



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**We are also studying:**

<b>RESPECT</b>	<b>Pupils will know</b>	<b>Key Vocab</b>
<p><b><u>Belonging to a community</u></b>            We will discuss the different groups and communities that we belong to and recognise how it feels to belong. We will explore how to respect people from other communities and celebrate differences.</p>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> </ul> <p>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p><b><u>Belonging to a community</u></b>            We will discuss the different groups and communities that we belong to and recognise how it feels to belong. We will explore how to respect people from other communities and celebrate differences.</p>
<b>RE</b>	<b>Pupils will know</b>	<b>Key Vocab</b>
<p><b><u>What does it mean to belong to a church or mosque?</u></b>            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 that churches and mosques are special places for the people who go there</p>	<ul style="list-style-type: none"> <li>• To know why Christians go to church on a Sunday</li> <li>• 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</li> <li>• To name two artefacts that might be found in a church and two artefacts that might be found in a mosque.</li> </ul>	<ul style="list-style-type: none"> <li>• The parts of a mosque and a church</li> <li>• The importance of belonging to a Christian or Muslim community</li> <li>• Ceremonies and rituals related to membership of a religious community</li> </ul>



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>Materials - continued</u></b> 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"><li>• 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)</li><li>• 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)</li><li>• that Charles Macintosh invented waterproof fabric and the 'Macintosh'</li><li>• that some objects can be changed in shape by being squashed, bent, twisted or stretched)</li></ul>	<ul style="list-style-type: none"><li>• human-made, natural</li><li>• materials</li><li>• opaque</li><li>• transparent</li><li>• translucent</li><li>• flexible, solid</li><li>• rigid</li><li>• waterproof</li><li>• absorbent</li><li>• properties</li><li>• suitable</li></ul>



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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>Painting and mixed media: Life in colour</u></b> We will focus on recapping the primary and secondary colours, colour mixing, and creating textures using different tools. We will learn about collage techniques and experiment with materials and evaluate our artistic choices to develop understanding of colour, texture, and composition in art.</p>	<ul style="list-style-type: none"><li>• Name the primary and secondary colours.</li><li>• Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li><li>• Describe the colours and textures they see.</li><li>• Try different tools to recreate a texture and decide which tool works best.</li><li>• Show they can identify different textures in a collaged artwork.</li><li>• Apply their knowledge of colour mixing to match colours effectively.</li><li>• Choose collage materials based on colour and texture.</li><li>• Talk about their ideas for an overall collage.</li><li>• Try different arrangements of materials, including overlapping shapes.</li><li>• Give likes and dislikes about their work and others'.</li><li>• Describe ideas for developing their collages.</li><li>• Choose materials and tools after trying them out.</li></ul>	<ul style="list-style-type: none"><li>• collage</li><li>• detail</li><li>• mixing</li><li>• overlap</li><li>• primary colour</li><li>• secondary colour</li><li>• surface</li><li>• texture</li></ul>





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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>Spreadsheets</u></b> 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> <p><b><u>Questioning</u></b> We will learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide.</p>	<ul style="list-style-type: none"><li>• Find data using specific searches</li><li>• Use database software to organise and retrieve information</li><li>• Add suitable text, sound and images to their work</li> <li>• To learn about data handling tools that can give more information than pictograms.</li><li>• To use yes/no questions to separate information.</li><li>• To construct a binary tree to identify items.</li><li>• To use 2Question (a binary tree database) to answer questions.</li><li>• To use a database to answer more complex search questions.</li><li>• To use the Search tool to find information.</li></ul>	<ul style="list-style-type: none"><li>• Block graph</li><li>• Cell</li><li>• Column</li><li>• Copy</li><li>• Count tool</li><li>• Data</li><li>• Drag</li><li>• Equals</li><li>• Label</li><li>• Row</li><li>• Speak tool</li><li>• Table</li><li>• Total</li><li>• Pictogram</li><li>• Question</li><li>• Data</li><li>• Collate</li><li>• Binary tree</li><li>• Avatar</li><li>• database</li></ul>



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<u>Geography</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>Why is our world wonderful?</u></b> We will explore human and physical features within our world, as well as key landmarks. We will recap all continents and oceans and use aerial photographs to sketch maps.</p>	<ul style="list-style-type: none"><li>• Identify and locate characteristics of the UK on a map.</li><li>• Identify human and physical features.</li><li>• Locate human and physical features on a world map.</li><li>• Explain the difference between oceans and seas.</li><li>• Name and locate the five oceans on a world map.</li><li>• Use an aerial photograph to draw a simple sketch map.</li><li>• Collect data by sketching findings on a map and completing a tally chart.</li><li>• Present their findings in a bar chart.</li></ul>	<ul style="list-style-type: none"><li>• aerial photograph</li><li>• capital city</li><li>• continent, country</li><li>• data collection</li><li>• fieldwork</li><li>• human feature</li><li>• key, lake</li><li>• land, landmark</li><li>• locate, location</li><li>• map, north</li><li>• physical feature</li><li>• ocean</li><li>• OS map</li><li>• river</li><li>• sample</li><li>• sea</li><li>• scale</li><li>• symbol</li><li>• tally chart</li><li>• vegetation</li></ul>



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<u>Music</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><b><u>I Wanna Play in a Band</u></b> We will learn the song "I Wanna Play in a Band" by Joanna Mangona which is a song that celebrates rock music. We will compose, perform and assess our own 4-part Rock track using body percussion.</p>	<ul style="list-style-type: none"><li>• How to sing and follow the melody (tune)</li><li>• How to play simple rhythmic patterns</li><li>• How to keep a steady pulse</li><li>• How to describe what they like or dislike about a piece of music</li></ul>	<ul style="list-style-type: none"><li>• Verse</li><li>• Chorus</li><li>• Ending</li><li>• Introduction</li><li>• Tune</li></ul>



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





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**Swimming -**

**Swimming**

**For children working on the Seahorse Award:**

- 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

*This can be done with or without armbands*

**For children working on the Otter Award:**

- 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

*Without Armbands*