

# WOODLANDS PRIMARY SCHOOL



**Year 2**  
**Autumn 1 Curriculum**

**Ready · Respectful · Safe**

## GEOGRAPHY: WHERE DO I BELONG?

In this unit of work, I will build on my prior knowledge of my school and local area. I will start to use locational and directional language.

### To begin with, I will:

- Recap my knowledge based on my school and the local area. I will continue to explore different types of maps.

### Following this, I will:

- Make simple maps based on a story
- Learn how to use a basic key
- Follow a route on a prepared map
- Start to use locational and directional language
- Name the four countries and capital cities of the UK

### Key vocabulary I will use this term:

Map

Key

Compass

Aerial photograph

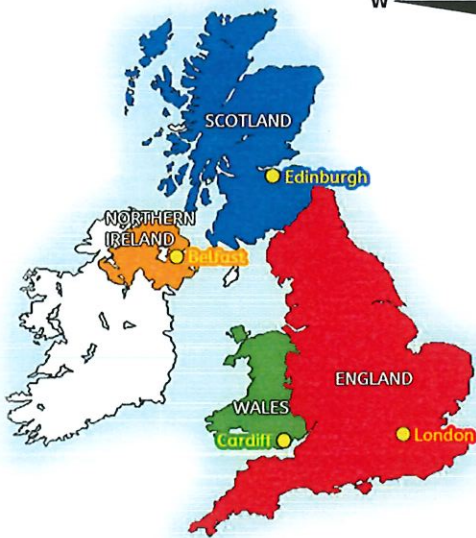
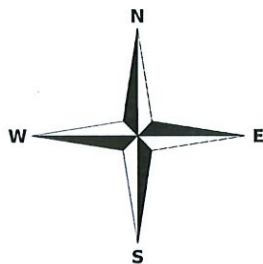
United Kingdom

Country

City

### Compass points:

North, East, South, West



### Key facts

- I live in a town called Ellesmere Port
- I live in a country called England
- There are four countries that make up the United Kingdom

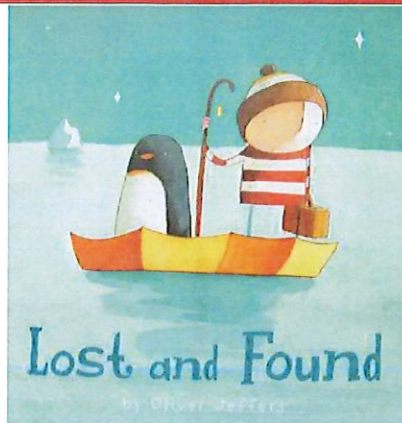


**Outcome:** At the end of the unit, I will be able to tell you where I live, use maps to explore and identify landmarks in my local environment, use a basic key, use prepositional and directional language and name the four countries of the UK, their capital cities and the surrounding seas.

### I will have produced:

- A map with a key, based on a story location
- A map I have followed using prepositional and directional language
- A description of where Ellesmere Port is in relation to the other countries in the UK
- Labelled map of the UK

## English Mastery Targets



My mastery targets for this term are to...

- Use subordination (because) and coordination (and)
- Use expanded noun phrases to describe and specify
- Use punctuation correctly: full stops and capital letters

My feature keys are to...

- Use phrases from story language
- Create and describe characters
- Create and describe settings
- Sequence of events
- Section a story into beginning, middle and end
- Use 3<sup>rd</sup> person consistently
- Uses tense appropriately

**Vocabulary I will use this term...**

<u>Year 1 Words</u>		<u>Year 2 Words</u>		<u>Developing Vocabulary</u>			
was	his	door	everywhere	decide	penguin	check	office
a	where	find	could	disappointment		float	discover
he	come	would	many	South Pole	delight	rowboat	realise
they	so	again	fast	south	head back	waves	reach
some	to	last	because	mountains	wonderful		
there	said	water					
were	push(ed)						
my	have						

By the end of this unit, I will have produced:

An adventure story based on the structure of 'Lost and Found' with a new animal.



## MATHS: PLACE VALUE

### Counting in 2s

0	2	4	6	8	10	12	14	16	18	20
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### Counting in 3s

0	3	6	9	12	15	18	21	24	27	30
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### Counting in 5s

0	5	10	15	20	25	30	35	40	45	50
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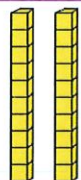
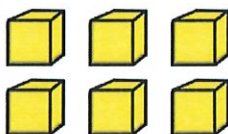
### Counting in 10s

0	10	20	30	40	50	60	70	80	90	100
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My mastery targets for this term are to...

- read and write numbers to at least 100 in numerals and in words
- identify, represent and estimate numbers using different representations, including the number line
- count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a 2-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs

26

twenty	six
	
20	6

### Vocabulary:

Hundreds, tens, ones, zero, place value, greater than, less than, order, partition, digit

Autumn Term 1

Years 1 and 2

## Why is the Bible important to Christians?

### Key Questions:

What book is special to you?

What is the Christian special book?

What does the story of David and Goliath teach Christians?

What does the story of Jesus calming the storm teach Christians?

What does the parable of the lost sheep teach Christians?

What does the parable of the Good Samaritan teach Christians?

### We will:

Share our favourite books

Retell the story of David and Goliath through freeze frame

Create our own paintings showing the story of 'Jesus calms the storm'

Create a poem based on the Lost Sheep

Draw and write about acts of kindness from the story of the Good Samaritan

### Learning Check in :

I can recall the story of the 'Lost sheep' and 'The Good Samaritan'

I can recall what happened in the story of David and Goliath/ Stilling of the Storm and can say what it means to Christians.

I can recall the story of the 'Lost sheep' and 'The Good Samaritan' and explain what they mean

I can recognise that God/ Jesus must be special to Christians and start to say why

I can tell you the meanings of parables

### Vocabulary we will use:

Bible

Christian

Old Testament

New Testament

Goliath

Israelites

Palestines

Disciples

Jesus

God

Trust

Obedience

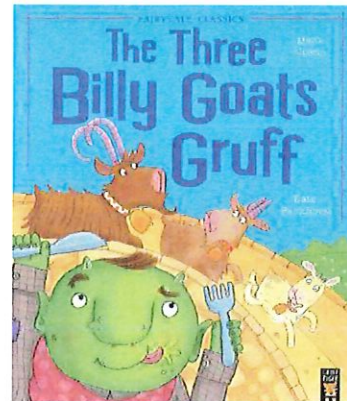
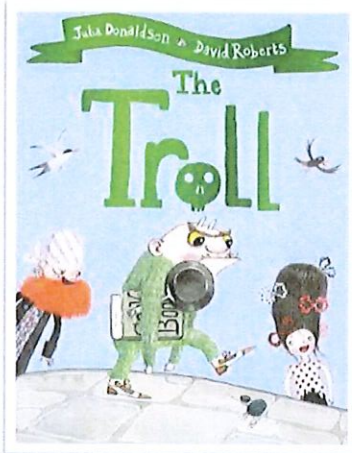
Courage

Parables

Teachings



## ENGLISH READING MASTERY TARGETS



My mastery targets for this term are to...

- Make inferences on the basis of what is being said and done
- Discuss the sequence of events in books and how items of information are related

Opening paragraph or blurb

The Troll longs for a goat - but has to make do with fish for supper instead. Meanwhile, Hank Chief and his pirate crew are digging for treasure - but it seems they've sailed to the wrong island. Again.

Watch the fun unfold as these two worlds collide in a richly inventive, gloriously comic tale from Julia Donaldson and David Roberts.

Vocabulary I will use this term...

mountains, winter, icy, scraggly, brambles, valley, below, other, ever, yummy, scrummy, middle, baby, shadows, terrible, warty, horrible, pointy, stinky, anyone, meadow, nibble, brother, silly, after, gobble, middle, bony, silly, summer, until, never, under, meanwhile, pirates, morning, creature, bother, spider, treasure, island, grumpy, hungry, decent, furry, bother, rusty, bucket, proper, sandy, river, around, tomorrow, between, enough, something, perfect, breakfast, someone, already, heavy, woken, angry, second, over, kitchen, favourite.



**SMSC & PE**

SMSC

This half term, I will be introduced to the concept of gender stereotypes and understand that some people have fixed ideas about what boys and girls can do. I will learn to identify differences between males and females.



I will explore the themes in our 'No Outsiders' text: 'The Great Big Book of Families', and learn that families come in all different varieties.



Key Vocabulary I will use in SMSC:

Boy, girl, male, female, gender, stereotype, family

PE Divisional Education

## Gymnastics

During this unit of work, I will be challenged to explore different ways to link movements and balances together on the floor and on apparatus.

## Balls Skills: Hands

Through this topic, I will combine my developing dribbling, passing and receiving skills in order to keep possession and score a point. I will apply these skills in teams and various games.

Key Vocabulary I will use in PE:

Gymnastics: linking, flow, transition, jump, roll sequence

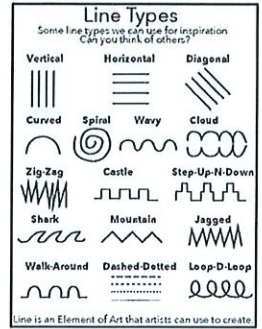
Ball skills: attacker, defender, opponent, team, dribbling, chest pass



## DT/Art/Computing

Art: Drawing

This half-term in art, I will experiment with drawing different lines e.g. shorter, longer, straight, wavy. I will explore applying different amounts of pressure when using coloured pencils to create different tones. I will also use the work of Kadinsky to explore these techniques further.



DT: Food

This half-term in DT, I will design, make and evaluate a healthy snack. I will learn how to hold kitchen equipment such as knives correctly and safely. I will be able to demonstrate the differences between grating, peeling and cutting and state ways they can prepare food hygienically.



Vocabulary I will use:

Drawing: colour, lines, tones, light, dark, circles, landscape, arctic, cold, Kandinsky  
Food: cut, peel, grate, safety, prepare, assemble, recipe, instructions, ingredients

## Computing: Information Technology Around Us

This half term I will learn about technology that is all around us. I will explain how technology is something that can be used to help us, and I will be able to identify rules that keep us safe when using technology in and beyond the home.

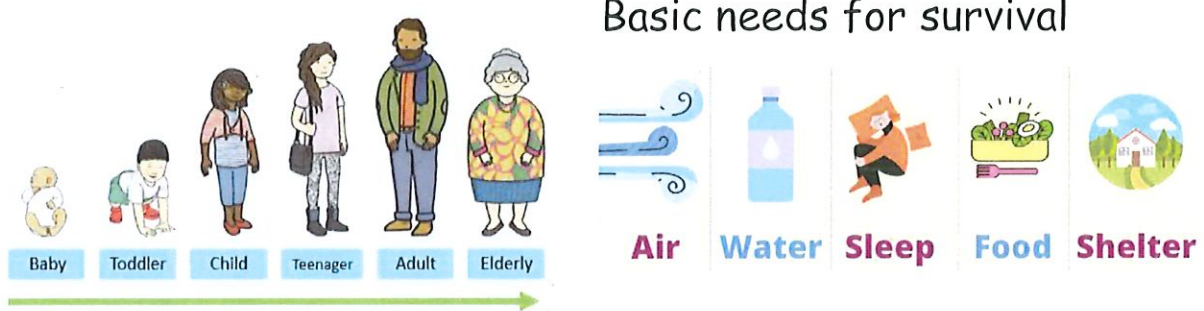


Key vocabulary I will use in computing:

Barcode, computer, devices, games console, information technology (IT), memory stick, password, projector, resize, safety, scan, scanner, social media, USB



## SCIENCE: ANIMALS, INCLUDING HUMANS



### During this unit of work I will learn:

- That animals, including humans, have offspring which grow into adults
- The basic needs of animals, including humans, for survival (water, food and air)
- The importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Images:



### I will (outcomes)

- Observe how different animals, including humans, grow
- Order and describe the life cycle of animals, including humans
- Ask questions about what things animals need for survival and what humans need to stay healthy
- State and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance of exercise, eating the right amount of different types of food, and hygiene



### Vocabulary I will use:

Human  
Animal  
Offspring  
Grow  
Adult  
Reproduce

Survival  
Air  
Water  
Sleep  
Food  
Shelter

Exercise  
Hygiene  
Nutrition