

WOODLANDS PRIMARY SCHOOL



Year 2
Autumn 2 Curriculum

Ready · Respectful · Safe



During this unit of work I will learn:

- To identify and name a variety of plants and animals in their habitats, including micro-habitats
- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To identify that most living things live in habitats to which they are suited
- To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- To identify and name a variety of plants and animals in their habitats, including micro-habitats

I will (outcomes)

- Identify and name different habitats
- Compare the differences between living, dead and things that have never been alive
- Be able to identify and name a variety of plants, animals and their habitats

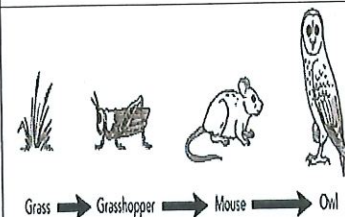
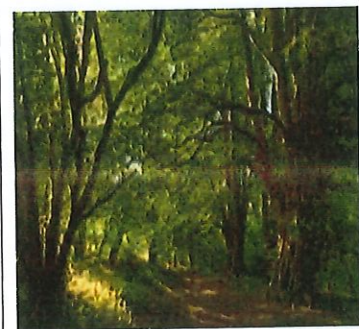
Vocabulary I will use: Habitats, plants, living, micro-habitats, alive, dead, food chain, food source, suited, shelter, air, food, water, reproduction, never been alive.

Images:

Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

MRS GREN



SMSC

This half term I will explore how we share the world. We will share the text 'The First Slodge'. Through this humorous text we will discover how sharing and friendship carries an important message: that the world belongs to everyone.

I will also use story books to open discussions about stereotypes. I will understand that some people have fixed ideas about what boys and girls can do. We will read, share stories and take part in activities which challenge these ideas.

THE FIRST SLODGE



JEANNE WILLIS · JENNI DESMOND

Key Vocabulary I will use in SMSC:

Stereotype, challenge, belonging, friendship, everyone, emotions, healthy relationships, mistakes, learn.



PE

Ball Skills

I will apply my knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.

PHYSICAL EDUCATION



Judo

I will learn how to throw the opponent safely. I will develop my ability to pin the opponent safely and master the opponent safely.

Key Vocabulary I will use in PE:

Attacker, defender, possession, space, dribbling, passing



Art

This half-term in Art, I will be creating a collage of flames and silhouettes in response to learning about the 'Great Fire of London'. In my sketch book, I will create examples of different ways to manipulate collage materials, and I will arrange materials in different ways to create different effects. Finally, I will create a 'Great Fire of London' picture inspired by Rita Greer.



Vocabulary I will use:

Chalks, silhouettes, collage, sparks, flames, rip, tear, scrunch, texture, layers



Computing: Code Studio

This half term I will develop my understanding of the various aspects of using a computer to create and manipulate text. I will become more familiar with using a keyboard and mouse to enter and remove text. I will also learn how to change the look of my text. Finally, I will consider the differences between using a computer to create text, and writing text on paper. I will explain which method they prefer and explain their reasoning for choosing this.

Key vocabulary I will use in computing:

clicking, dragging, mouse, text, toolbar, bold, italic, underline, double clicking

Music: Singing

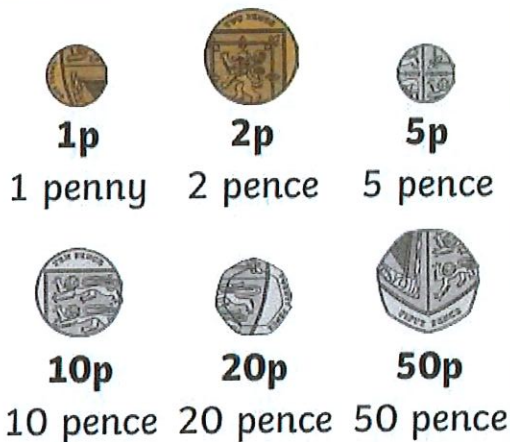
This half term in music, I will listen to various pieces of music and appraise them. I will learn about voices singing notes of different pitches (high and low). I will learn that I can make different types of sounds with my voice such as rapping. I will learn to find a comfortable singing position. and learn to start and stop singing when following a leader.

Key vocabulary I will use in music:

tempo, pitch, pulse, piano, forte

MATHS: MONEY

Pence



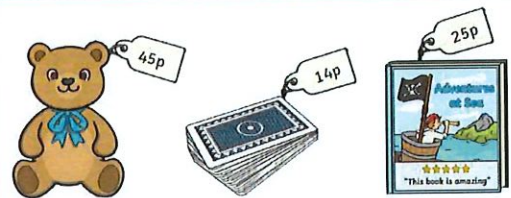
Pounds



My mastery targets for this term are to...

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Find the Total



Lucy bought a teddy bear and some playing cards.

$$\begin{array}{c}
 \text{4 coins} + \text{2 coins} = \text{6 coins} \\
 45p + 14p = 59p
 \end{array}$$

Timek bought two books.

$$\begin{array}{c}
 \text{2 coins} + \text{2 coins} = \text{4 coins} \\
 25p + 25p = 50p
 \end{array}$$

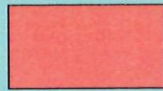
Vocabulary:

Pence, pound, coin, note, total, amount, change, difference, price, cost, pay

MATHS: SHAPE



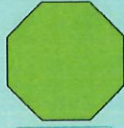
triangle



rectangle



circle



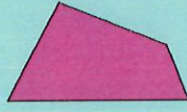
octagon



pentagon



hexagon

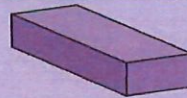


quadrilateral

apex or vertex



cone



cuboid

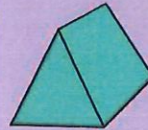
curved surface



sphere



cylinder



triangular prism

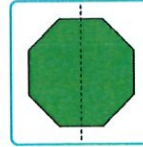
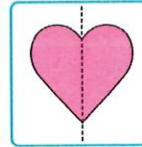
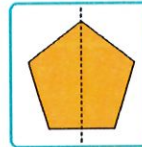
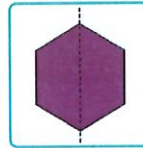
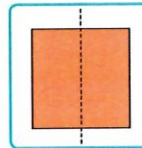
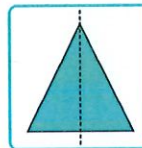


square-based pyramid

My mastery targets for this term are to...

- Identify and describe the properties of 2-D shapes
- Compare and sort common 2-D and 3-D shapes and everyday objects
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the Surface of 3-D shapes

These 2D shapes have a vertical line of symmetry.



Vocabulary:

Flat, solid, corner, apex, vertex, vertices, side, edge, face, curved, straight, round, symmetry, vertical, pattern

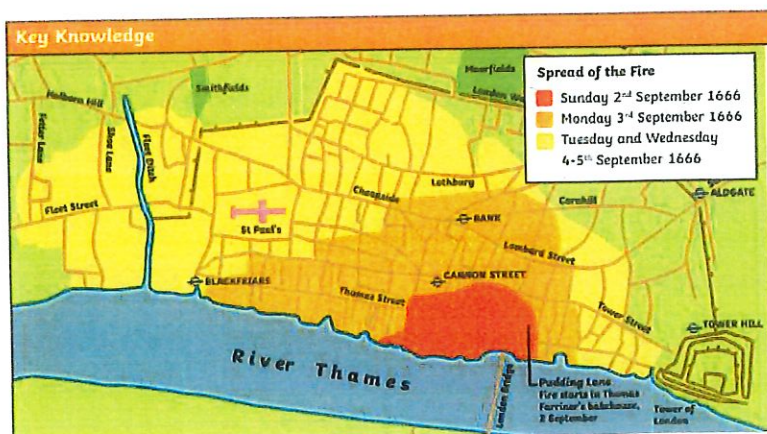


Key Dates

- ❖ Sunday 2nd September 1666, the fire started in Thomas Farriner's bakery on Pudding Lane
- ❖ Monday 3rd September 1666, the fire gets close to the Tower of London
- ❖ Tuesday 4th September 1666, St Paul's Cathedral is destroyed
- ❖ Wednesday 5th September 1666, the wind dies down and the spread of the fire slows down
- ❖ Thursday 6th September 1666, the fire is finally put out

Samuel Pepys

- ❖ Famous for his diary which is an important historical document
- ❖ Born 23rd Feb 1633
- ❖ He had 10 brothers and sisters
- ❖ Father was a tailor
- ❖ Wrote his diary from 1660-1669
- ❖ Died 26th May 1703
- ❖ In his diary he writes about the coronation of King Charles II in 1660, The Great Plague 1665-1666 and The Great Fire of London 1666

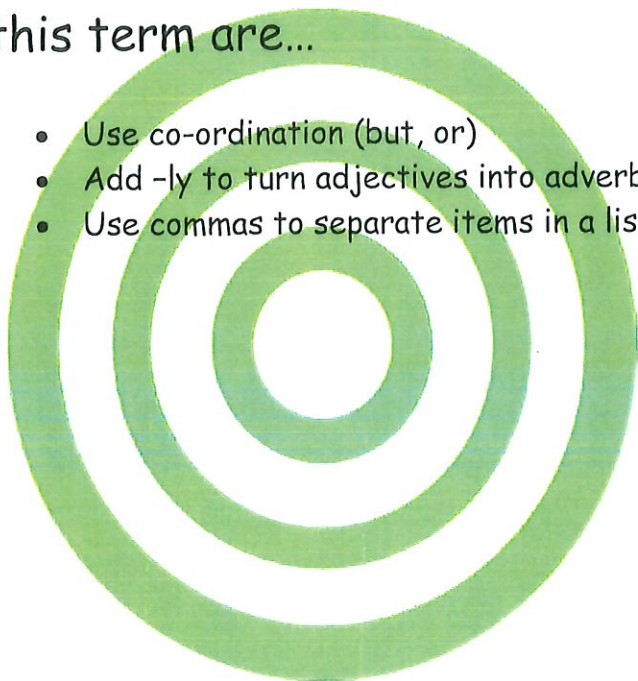


Key Vocabulary	
bakery	A place that makes bread, cakes, etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary	A book that people write about their lives in.
firebreak	A gap that stops a fire spreading to nearby buildings.



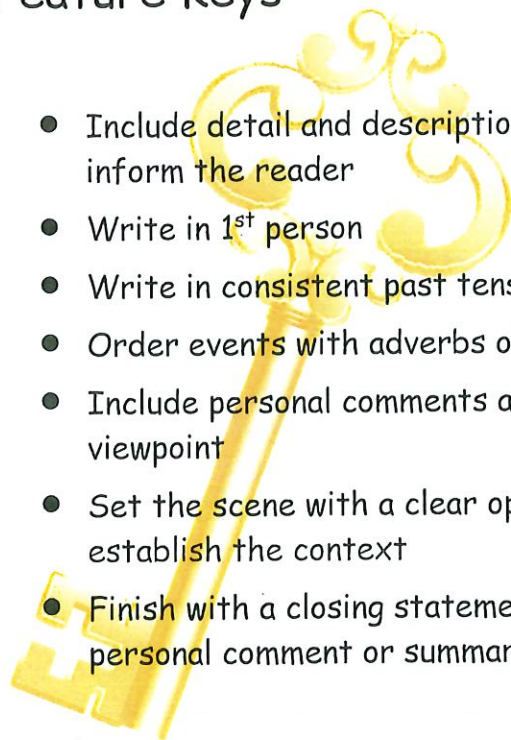
Your Mastery Targets for this term are...

- Use co-ordination (but, or)
- Add -ly to turn adjectives into adverbs
- Use commas to separate items in a list



Feature Keys

- Include detail and description to inform the reader
- Write in 1st person
- Write in consistent past tense
- Order events with adverbs of time
- Include personal comments and own viewpoint
- Set the scene with a clear opening and establish the context
- Finish with a closing statement and personal comment or summary



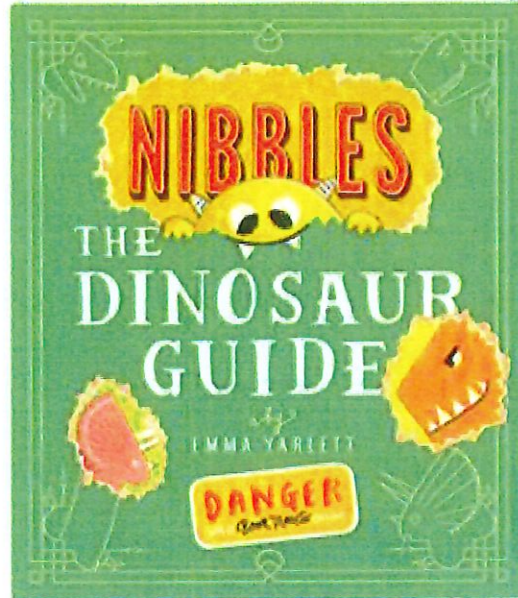
Vocabulary we will use this term...

Year 2

poor again gold(en) last even door who
climb(s) eye(s) nibble chomp curious
rascal critter adventure nab cottage
hullabaloo crate forest beanstalk
goose atlas mountain tambourine

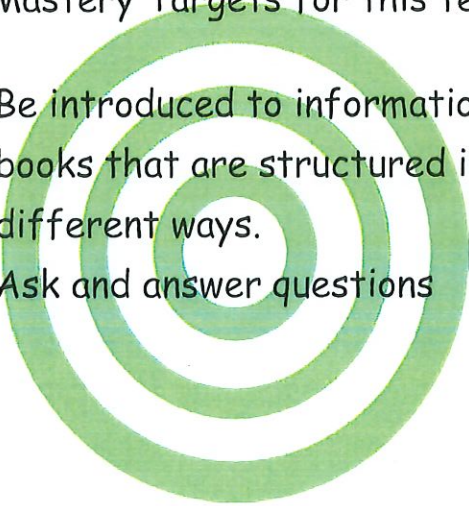
Topic Words

book	grandma
monster	wolf
story	beanstalk
nibble	goose
chomps	escapes
munches	wanted
nibbles	bear
hullabaloo	



Your Mastery Targets for this term are...

- Be introduced to information books that are structured in different ways.
- Ask and answer questions



Blurb

Nibbles the book monster is back! He's finished with fairy tales and has found his way into a book of DINOSAURS! Soon he's chomping through the Triceratops chapter and causing chaos among the Velociraptors. Uh oh - has Nibbles bitten off more than he can chew?



Vocabulary we will use this term...

millions, ruled, pages, deadly, trying, nibbled, nibbling, heavier, munching, making, roughly, horns, fighting, weighed, exceptionally, leaves, escaped, contained, nearly, accidentally, eating.

Autumn Term 2

Why did God give Jesus to the world?



Key Questions:

What clues are there in the Christmas story that Jesus was someone special?

Why did God give Jesus to the world?
What gift would you give?

What does the feeding of the 5000 teach Christians?

What does the miracle of turning the water into wine teach Christians?

How does the Easter story show Christians Jesus was God's gift?

We will:

Consider the reasons why the Wise men gave gifts

Make a lift- the flap present and explain our choice of gift

Using an image of the feeding of the 5000, consider the thoughts of everyone who witnessed the miracle

Create a moving picture based on the story and explain what the story means to Christians

Consider how Jesus was a gift from God and was the Saviour of the World

Learning Check in:

I can remember some of the Christmas story.
I can start to say why Christians think God gave Jesus to the world.

I can remember the Christmas story/Easter and start to explain that Christians believe Jesus was a gift from God to the world.
I can give a reason why Christians think God gave Jesus to the world.

I can explain how Jesus coming to the world shows Christians they should love/help people

Vocabulary we will use:

Jesus, Saves, World, God, Christmas story, Bible, Love, Kindness. Saviour, Trust, Easter, Miracle