

WOODLANDS PRIMARY SCHOOL



Year 2
Autumn 1 Curriculum

Ready · Respectful · Safe

BIOLOGY: ANIMALS' NEEDS FOR SURVIVAL

What should I already know?

- Names of a range of common animals.
- That animals can be grouped (e.g. mammals, birds).
- What humans and other animals need to survive (e.g. food, water, air).
- Basic external body parts and their functions.
- Some animals eat plants, others eat meat, and some eat both.

What vocabulary will I use this term:

Healthy	Being strong, well and free from illness.
Shelter	A place that gives protection from weather and danger.
Diet	Regular food and drinks consumed to support growth and energy.
Survival	The act of staying alive.
Hygiene	Keeping yourself clean.
Exercise	A way of keeping the body healthy through being active.

What new knowledge will I learn?

- All animals need water, food, air and shelter to stay alive.
- Humans are mammals; mammals have fur or hair on their bodies.
- Mammals can be carnivores, herbivores or omnivores.
- Birds have feathers, wings and a beak; some birds can fly and some cannot.
- Fish live in water; they have fins and scales and breathe using gills.
- Amphibians can live on land and in water; they have smooth skin and some have webbed feet.
- Reptiles have dry skin covered in scales; they need warmth from the sun to survive.



What skills will I use? I will:

- Ask simple questions and recognise they can be answered in different ways.
- Observe closely and use ideas to suggest answers to questions.
- Identify and classify animals into groups (e.g., mammals, birds, fish, amphibians, reptiles).
- Gather and record data to help answer questions.

My Locality: What is the UK?

What should I already know?

- I live in a town called Ellesmere Port.
- I can find Ellesmere Port on a simple map of the UK.
- I can name the four countries of the United Kingdom: England, Scotland, Wales and Northern Ireland.
- I can name some human features of Ellesmere Port (churches, houses, roads, railway, shops).
- I can name some physical features of Ellesmere Port (trees, woods, fields).

What vocabulary will I use this term:

United Kingdom, Europe	
England, Scotland, Wales, Northern Ireland	
London, Edinburgh, Cardiff, Belfast	
Island	A piece of land that is completely surrounded by water.
Country	Land that is controlled by a single government.
Continent	A large landmass on Earth. There are seven of them.
Map	A picture that shows you where things are in a place, like a town, country or the world, and it helps you find your way around.
Globe	A spherical (ball-shaped) model of the Earth.
Atlas	A book of maps.

What new knowledge will I learn?

- London, Cardiff, Belfast and Edinburgh are the capital cities of the UK.
- The names of some of the surrounding seas, e.g. English Channel, North Sea, Irish Sea.
- Some simple comparisons between human and physical features of different places in the UK.
- Autumn, winter, spring and summer are the four seasons in the UK and can describe typical daily weather patterns in the UK.


What skills will I use? I will:

- use a simple map or globe to locate the four countries and their capital cities within the UK.
- name and point out the seas surrounding the UK on a map or globe.
- identify human and physical features in the local area and compare them to features in other parts of the UK.
- describe seasonal weather patterns using simple weather vocabulary (sunny, rainy, windy, cold, hot).
- use basic compass directions (north, south, east, west) to describe locations within the UK.



Computing: Information Technology Around Us

What new knowledge will I learn?

- I will understand what information technology (IT) is and recognise that computers are part of IT.
 - I will know examples of IT in school (e.g., interactive whiteboards, tablets, printers) and in the wider world (e.g., tills, scanners, ATMs).
 - I will recognise that IT can help us learn, communicate, and work more efficiently.
 - I will understand that IT must be used safely and responsibly, and that there are rules to help keep us safe.
 - I will know that IT can be used in different ways and that we make choices when using it.
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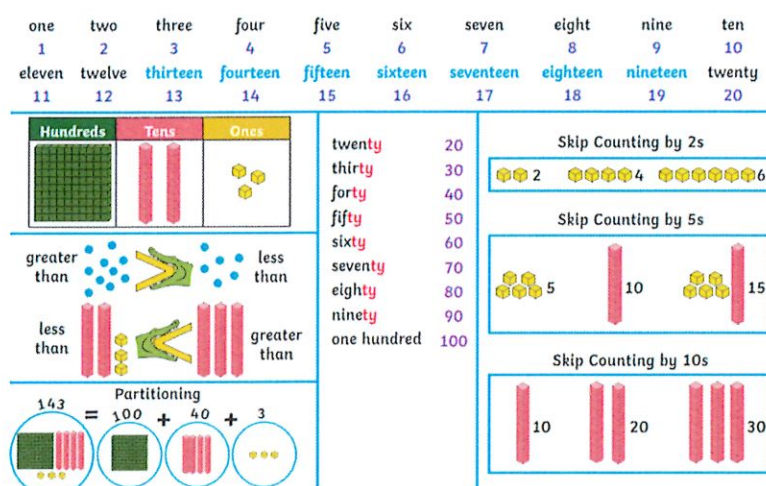
What skills will I use?

- I will identify and name examples of IT in different places.
- I will describe what IT is used for and sort it by purpose or location.
- I will explain how IT devices can work together (e.g., computer and printer).
- I will identify and follow rules for using IT safely (e.g., asking an adult, not sharing personal info).

What vocabulary will I use?

IT / information technology, computer, device, screen, keyboard, mouse, printer, tablet, interactive whiteboard, scanner, rules, safe, choice, activity, benefit, purpose, sort, identify, world, school, shop, home, workplace, connect, work together, help, use, responsibility.

MATHS: PLACE VALUE



What new **knowledge** will I learn?

- Numbers up to 100 and how to read and write them
- What each digit means in a two-digit number (tens and ones)
- How to partition numbers into tens and ones in different ways
- What the symbols $<$, $>$ and $=$ mean
- How to count in 2s, 5s and 10s from any number
- That numbers can be shown in different ways (using objects, pictures and numbers)

What **mathematical sentences** will I use?

- "This number has ____ tens and ____ ones."
- "____ can be partitioned into ____ tens and ____ ones."
- "____ is greater/less than ____ because it has more/less tens."
- "I know this because ____."
- "I noticed that ____."

What **vocabulary** will I use?

ones, tens, digit, number, place value, partition/partitioning, whole, part, represent, group, value, exchange, greater than, less than, equal to, compare, order, most, least

Art: Drawing

What new knowledge will I learn?

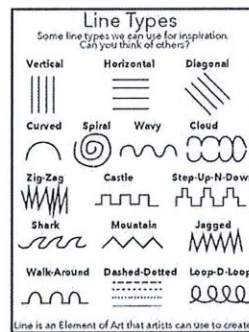
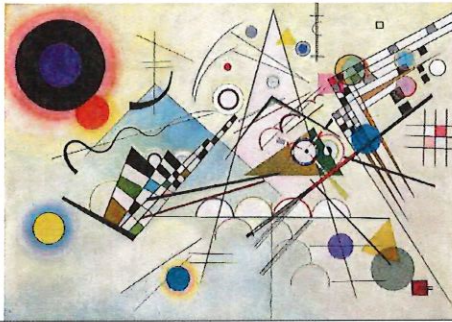
- Wassily Kandinsky was an artist famous for abstract art.
- Kandinsky used lines, shapes and colours to show movement, mood and music.
- Artists can make pictures feel calm or exciting by changing lines, patterns and colours.

What skills will I use? I will:

- draw lines of different lengths and directions
- colour neatly following the lines
- show different tones by using coloured pencils
- show different shades using coloured pastels
- show pattern & texture by adding dots and lines

What vocabulary will I use?

Abstract, line, tone, shade, pattern, texture, cold colours, landscape, Kandinsky.



No Outsiders

What story will I use?

The Great Big Book of Families by Mary Hoffman and Ros Asquith

What key questions will I discuss?

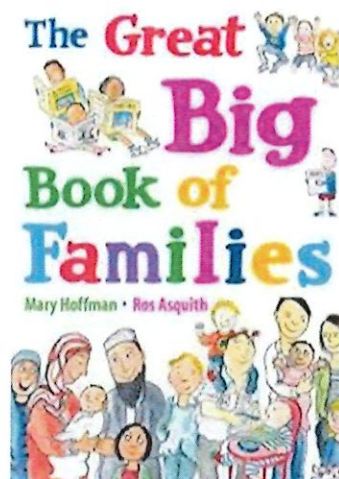
- What different kinds of families are in the book?
- How is my family the same as, or different from, families in the book?
- Is there is a "right" or "wrong" kind of family? Why?
- Why are all families special, even if they look different?

What skills will I use?

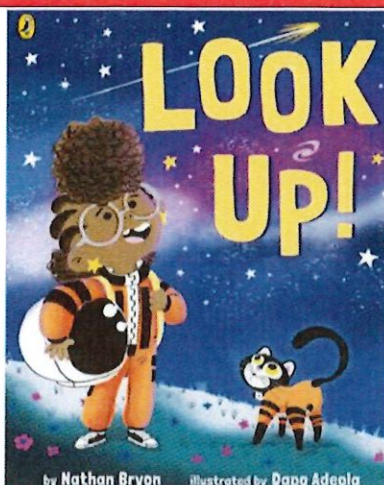
- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What vocabulary will I use?

Equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity



English Writing Mastery Targets



My mastery targets for this term are to:

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

The text types I will explore are:

- Diary writing
- Poetry
- Menu
- Instructions

Vocabulary I will use this term...

Year 2 Words:

every
because
who
even
find
move(s)
most
people
fast
any
door(bell)
cold
both

Key Words:

telescope	orbit
fiery	Earth
famous	space shuttle
blasted	prepared
astronaut	defied
life-forms	gravity
meteor shower	captured
incredible	rare
trail	exotic
atmosphere	mission
grumbles	flyers
speechless	comet
binoculars	victory



The unit of work will develop pupils' ability to apply effective **teamwork**, ensuring that everyone is **included** and **understands** their role.

Inspire Me

Key Success Criteria

- P** Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully
- C** Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.
- S** Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.
- W** Pupils will develop life skills such as courage and self belief as they strive to complete the different challenges, adapting strategies and never giving up.

Vocabulary for Learning

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Inclusion: Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out.

Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.



Courage: means being brave enough to try something even when we find it scary or difficult.

Motivation: are the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.





Physical Education

Ball Skills Hands 1 Year 2

Unit Purpose

The unit of work will challenge pupils to **combine** their developing dribbling, passing and receiving skills in order to **keep possession** and score a point.

Pupils will apply these skills in teams in various games and activities.

Inspire Me

Did you know... The most bounces of a basketball in one minute is 708! This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.



Key Success Criteria

- P** Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.
- C** Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- W** Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.

Decision Making

Apply learning in a level 1 tournament

Develop dribbling: Keeping possession

Introduce shooting

Combine dribbling, passing, receiving: Keeping possession

Self Motivation

Combine dribbling and passing to create space

Combine dribbling and passing to create space

Fairness

Develop passing and receiving: Keeping possession

Communication

Develop dribbling to score a point

Integrity

Develop passing, and receiving to score a point

Year 2 Learning Journey

Transition to Year 3

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.

Team: is a group of players from one side who come together to try and achieve a common goal.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.

1 — Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 — Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

3 — Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



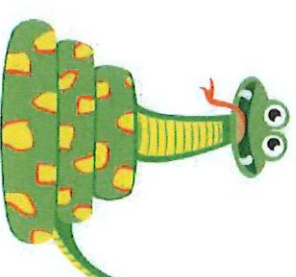
Improvising?



Composing?



Listening?



This unit is about **South Africa and South African music**

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo