

WOODLANDS PRIMARY SCHOOL



Year 2
Autumn 2 Curriculum

Ready · Respectful · Safe

BIOLOGY: HUMANS

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.
- The importance of exercise, eating the right amounts of different types of food and hygiene.

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?

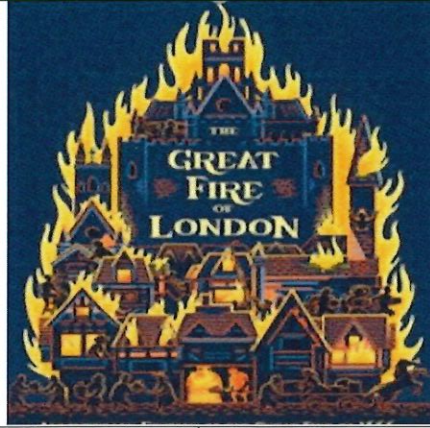
- Exercise makes your body strong and healthy.
- A healthy diet is made up of different foods. This includes fruit, vegetables and other healthy food.
- Humans can help stop the spread of germs by keeping themselves and their surrounding areas clean.
- How to keep teeth healthy.



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.
- Gather and record data to help answer questions.

English Writing Mastery Targets



My mastery targets for this term are to:

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

The text types I will explore are:

- Diaries
- Fact files
- Non-fiction layouts

Vocabulary I will use this term...

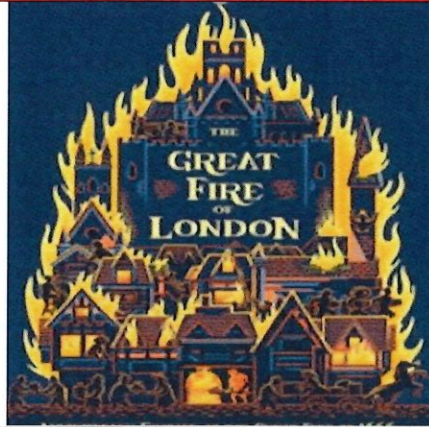
Year 2 Words:

improve
only
people
even
water
poor
could
busy
whole
would
hour
sure
because
beautiful

Key Words:

capital bustling population tar pitch cobbled sewer administration Navy coronation	fire break gunpowder demolish hand squirt memorial junction rose ragged Mayor substance
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English Writing Mastery Targets



My mastery targets for this term are to:

- Use punctuation correctly: full stops and capital letters
- Add -ly to turn adjectives into adverbs
- Use coordination (and)

The text types I will explore are:

- Diaries
- Fact files
- Non-fiction layouts

Vocabulary I will use this term...

Year 1/2 Words:

friend
house
people
said
water
poor
could
was
they
would
hour
sure
because
beautiful

Key Words:

capital	fire break
bustling	gunpowder
population	demolish
tar	hand squirt
pitch	memorial
cobbled	junction
sewer	rose
administration	raged
Navy	Mayor
coronation	substance

Computing: Digital Writing

What new knowledge will I learn?

- Computers and tablets can be used to create and edit written work.
- Digital tools help people to communicate ideas clearly and share them easily.
- Font, size and colour can be changed to affect how writing looks and is read.
- Work created on a computer must be saved.
- Only share work online with trusted adults' permission and keep personal information private.



What skills will I use? I will:

- use a computer to write.
- add and remove text on a computer.
- change the look of the text on the computer: capital letters, bold, italic, underline, size and font.
- explain why I used the tools that I used.

What vocabulary will I use?

Keyboard, mouse, cursor, space bar, backspace, enter, shift key, font, edit, undo, file, folder.

What were the consequences of the Great Fire of London?

What should I already know?

- I can use words like past, present, long ago, then and now to talk about things that happened before.
- I know how homes, toys, and life were different a long time ago.
- I have learned about people or events that happened a long time ago.
- I can use pictures, objects, and stories to learn about history.
- I know that London is the capital city of England and can find it on a map.

What vocabulary will I use this term:

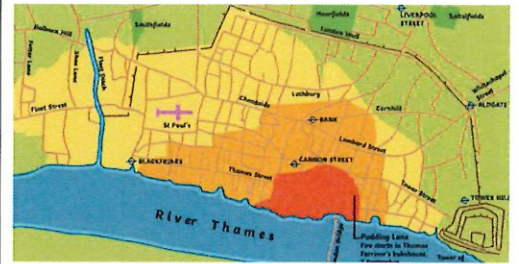
1666	The year the Great Fire of London took place.
River Thames	The river that runs through London.
Samuel Pepys	The man who wrote a diary about what happened.
Christopher Wren	The man who helped design and rebuild London after the fire.
past	Something that has already happened.
present	Something that is happening now.
spread	How the fire moved quickly from house to house.
rebuild	What people had to do after the fire destroyed the city.

What new knowledge will I learn?

- The Great Fire of London happened in 1666.
- The fire started in a baker's shop on Pudding Lane.
- The buildings were made out of wood and the conditions meant the fire spread quickly.
- Water did not put out the fire, so people pulled down buildings to try to stop it spreading further.
- The Great Fire led to changes in building regulations and fire safety in London.
- Samuel Pepys kept a diary about the fire.
- Christopher Wren rebuilt the city of London after the fire. They kept the buildings further apart and used less wood.

What skills will I use? I will:

- use simple historical vocabulary such as past, present, long ago, then and now.
- sequence events from the story of the Great Fire of London in the correct order.
- ask and answer simple questions about the past based on stories and historical sources.
- compare objects, buildings, and ways of life from before and after the Great Fire of London.
- use pictures, stories and other information to find out about the past.



Samuel Pepys



Sir Christopher Wren

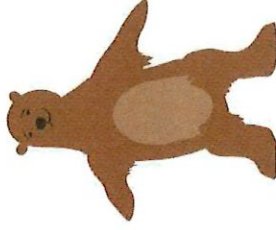
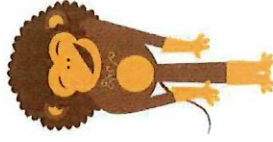
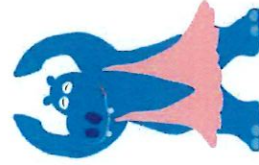


Knowledge Organiser – Ho Ho Ho — Year 2, Unit 2

1 – Listening: Ho Ho Ho (A fun song about Christmas)

Find the pulse as you are listening to the music: Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



2 — Musical Activities

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

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

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B. *Which part did you play?*

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

3 — Perform & Share

A class performance. 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?

Have a think...

What did you like doing best?



Singing?



Rapping



Dancing?



Playing?



Listening?

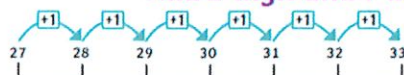


This unit is about Christmas and having fun!

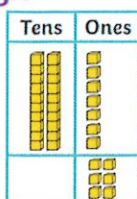
Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

MATHS: ADDITION AND SUBTRACTION

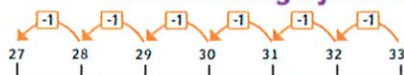
Add 2-digit and 1-digit



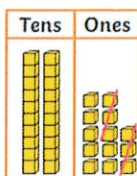
$$27 + 6 = 33$$



Subtract 1-digit from 2-digit



$$33 - 6 = 27$$



Add 2-digit numbers

$$34 + 28 = 62$$

3 tens and 4 ones

add

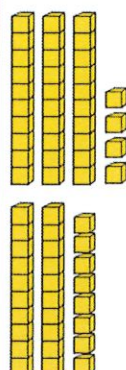
2 tens and 8 ones

equals

5 tens and 12 ones

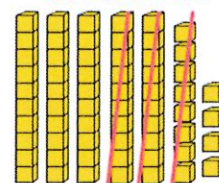
becomes

6 tens and 2 ones



Subtract 2-digit numbers

$$62 - 28 = 34$$



6 tens and 2 ones becomes

5 tens and 12 ones subtract

2 tens and 8 ones equals

3 tens and 4 ones

What new **knowledge** will I learn?

- Recall and use addition and subtraction facts to 20 quickly
- Addition and subtraction are inverse operations
- Add and subtract two-digit numbers using concrete objects, pictorial representations, and mental strategies.
- Begin to understand bridging 10 when adding or subtracting
- Recognise exchanging when adding or subtracting across tens
- Solve one-step and two-step problems using addition and subtraction
- Apply addition and subtraction to real-life contexts (money, measures, time).

What **mathematical sentences** will I use?

- I know that $___ + ___ = ___$ because... or $___ - ___ = ___$ because...
- First, I added the tens, then I added the ones.
- I used $___ + ___$ to make $___$, then added the rest.
- I can check my answer by subtracting $___$ from $___$.
- I started with $___$ and took away $___$ to find $___$.
- I know this because...
- I solved this by...
- Another way to solve it is...

What **vocabulary** will I use?

Addition, add, plus, more, sum, total, subtraction, subtract, minus, difference, fewer, take away, tens, ones, exchange, partition

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?

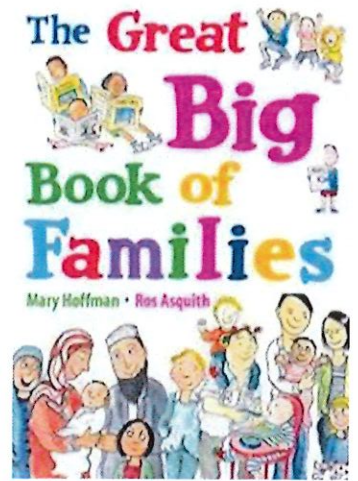
- What different kinds of families are in the book?
- How is my family the same as, or different from, families in the book?
- Is there a "right" or "wrong" kind of family? Why?
- Why are all families special, even if they look different?

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



Art: Collage

What new knowledge will I learn?

- Rita Greer is a British historical artist.
- She made art about the Great Fire of London to help people imagine what happened.
- Her work uses warm colours and silhouettes to show fire and buildings.

What skills will I use? I will:

- Use materials that are cut, torn, scrunched, and glued with increasing control.
- Sort and arrange materials effectively to create layered textures and visual interest.
- Mix and combine materials to create texture, pattern, and effects (e.g. glowing, movement).
- Explore and create simple patterns (e.g. swirls, zigzags, dots) to enhance collage work.

What vocabulary will I use?

Collage, texture, layer, pattern, silhouette, tear, cut, rip, scrunch, arrange, flames, smoke, warm colours, overlap.

