





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Autumn 2		Key Text: The Great Fairy Tale Disaster - David Conway The Three Little Wolves and the Big Bad Pig - Eugene Trivizaz and Helen Oxenbury	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Traditional Tales with a Twist					
English	Traditional Tales (Jack and the Beanstalk) (Oak Class Y1)	Reading - To know 44 phonemes and corresponding graphemes. - To understand what fluent reading and automatic decoding is. - To know what a fairy tale is. - To know what a twisted fairy tale is. - To know what an opinion is. - To know a range of characters and events from fairy tales such as: Cinderella, Rapunzel, Jack and the Beanstalk, The Three Little Pigs, Little Red Riding Hood, The Gingerbread Man, The Three Billy Goats Gruff. - To know what an inference is. - To know how to find supporting evidence.	Reading - To apply phonics to decode automatically. - To read with fluency and expression. - To form own opinions and use supporting evidence. - To give a personal opinion about my favourite books and characters and provide reasons to support this. - To make inferences about characters and events. - To provide evidence to support my inferences. Writing - To identify simple sentences, their subjects and objects. - To write simple sentences. - To identify compound sentences, their	Reading - To Apply phonic knowledge and skills to read words until automatic decoding has become embedded. - To Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i> - To make personal reading choices and give reasons for choices. - To make inferences about characters and events using evidence from the text. Writing - To say, write and punctuate simple and compound	Traditional Tales (Ash Y3/4) (Princess and the Pea)

		<p>Writing</p> <ul style="list-style-type: none"> - To know that a simple sentence contains a subject and main verb. - To know what a connective is (and, but, or. - To know that a compound sentence is two main clauses joined with a conjunction. - To know what a verb is. - To know that the past tense is an event that has already taken place. - To know we can spot a past tense verb by looking for –ed, was, were. - To know what irregular verbs are and that these can be past tense too eg run- ran. - To know what proof reading is. 	<p>main clauses and connectives.</p> <ul style="list-style-type: none"> -To write compound sentences. - To identify past tense verbs. - To use a range of verbs . - To proofread writing to check for spelling, grammar and punctuation errors. 	<p>sentences using the connectives <i>and, but</i> and <i>or</i>.</p> <ul style="list-style-type: none"> - To select, generate and effectively use verbs. - To use past tense for narrative. - To proofread to check for errors in spelling, grammar and punctuation 	
	Key Vocabulary	Fairy tale, character, inference, prediction, evidence, compound sentence, conjunction- and, but, or, so, past tense, narrative.	Enrichment opportunities		
Non-chronological Reports					
Non-chronological report (African animals) (Oak Y1)	<p>Reading</p> <ul style="list-style-type: none"> - To recognise alternative sounds for graphemes. - To recognise alternative pronunciations for the same grapheme eg ow as in snow and cow. - To blend to read automatically and fluently. 	<p>Reading</p> <ul style="list-style-type: none"> - To blend to read with increasing fluency and automaticity. - To recognise and blend to read alternative graphemes and pronunciations. - To read a range of non- chronological reports, identifying their audience and purpose. - To identify presentational features. 	<p>Reading</p> <ul style="list-style-type: none"> - To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. - To read a range of non-chronological reports and fairy tales. 	Non-chronological report (Skeletons and muscles) (Ash Y3/4)	

		<ul style="list-style-type: none"> - To know what a non-chronological report is. - To know what the features of non-chronological reports are. - To know that information can be organised in different ways in non-chronological reports. - To know what text boxes, sub-headings, contents, bullet points, pictures, diagrams and glossaries are. - To know that a question asks for information, thought or a response. - To understand what question words who, what, where, when, why and how mean. <p>Writing</p> <ul style="list-style-type: none"> - To know the features of non-chronological reports are: title, subheadings, paragraphs, past tense (historical), formal tone, Third person (he, she, they). - To know the audience and purpose they are writing for. - To know what statements are. - To know what questions are. - To know what commands are. - To know what subordinating conjunctions are (because/ so). 	<ul style="list-style-type: none"> - To ask questions (who, what, where, when, why and how) - To answer questions using presentational features to locate the answers efficiently in non-chronological reports. <p>Writing</p> <ul style="list-style-type: none"> - To plan and discuss what to write about (story map, collect new vocabulary and ideas). - To use features of a non-chronological report in writing. - To write to entertain by using informal tone and humour. - To identify statements, questions and exclamations. - To write statements, questions and exclamations. - To identify subordinating conjunction sentences and their components: main clause, subordinating conjunction, subordinate clause. 	<ul style="list-style-type: none"> - To discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. - To demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. <p>Writing</p> <ul style="list-style-type: none"> - To plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> - To use specific text type features to write for a range of audiences and purposes e.g. <i>to entertain.</i> - To write about fictional events. - To use sentences with different forms: statement, question, exclamation. - To use subordination for reason with 'because/so'. - To use specific text type 	
--	--	--	---	---	--

			<ul style="list-style-type: none"> - To write sentences containing subordinating conjunctions. -To write to entertain and inform. 	features to write for a range of audiences and purposes e.g. to inform.	
	Key Vocabulary	Non-chronological report, fiction, non- fiction, question, statement, command, explanation, question, subordinating conjunction- because, so, audience, purpose, features- sub- heading, bullet points, did you know box, paragraph, title, subheading, picture, diagram, contents, index, glossary.	Enrichment opportunities		
Maths	<ul style="list-style-type: none"> - Addition and Subtraction - Geometry (Shape) 	Select the files to the right for more detailed guidance.	 Y2 Autumn Block 2 SOL Addition and sub	 Y2 Autumn Block 3 SOL Shape.pdf	
	Were Victorian children treated fairly?				
History (Victorians)	<p>Toys Great Fire of London Rosa Parks Emily Davison (Oak)</p>	<ul style="list-style-type: none"> - To know that the Victorian period is named after Queen Victoria. - To know that not all children attended school (until it was made compulsory) and that some worked in local cotton mills. - To know that children in school and especially in Cotton Mills were treated poorly, injured or punished. - To know that the Victorian period was a time for lots of new inventions (flushing toilets, cars, lightbulb, photographs, telephone). - To know that the invention of steam power allowed steam powered machines to produce cotton goods on a large scale (industrial revolution). 	<ul style="list-style-type: none"> - To understand why Queen Victoria is significant. - To explain how Victorians lived their everyday lives and how this was different for the rich and poor. - To order Victorian inventions chronologically. - To compare similarities and differences between life for children in the past compared to the Victorian period. - To understand how the industrial revolution changed life within the Victorian period. - To handle different sources and artefacts to ask and answer questions about the past. 	<ul style="list-style-type: none"> - To identify similarities and differences between their present and the past. - To know where some people and events fit into a chronological framework. - To identify similarities and differences between now and the Victorian period. - To understand changes within living memory compared to the Victorians. - To identify the differences between 	<p>Ancient Egyptians Great Plague Mary Seacole Grace Darling Nelson Mandela Romans Pendle Witches British Monarchs (Ash)</p>

		<ul style="list-style-type: none"> - To know who L S Lowry is and his famous artwork. - Lowry's work shows us what Manchester was like in Victorian times during the Industrial revolution. 	<ul style="list-style-type: none"> - To understand why the art work of L S Lowry is significant. 	<p>modern Britain (living memory) and the Victorian era</p> <ul style="list-style-type: none"> - To understand the lives of significant historical individuals (Christopher Columbus, Queen Victoria, L.S. Lowry). - To learn about significant Victorian places (Gawthorpe Hall) in our local area. - To use timelines to order events, objects or key dates for significant people. 	
	Key Vocabulary	Queen Victoria, L S Lowry, inventions, Era, Period, Reign, Victorian, Coronation, Death Throne, Industiral Revolution, Cotton Mills, Workhouses, Factory, Bobbins, Cotton, Workmaster, School, Steam Power.	Enrichment opportunities		
	L.S. Lowry				
Art (Drawing and Painting)	<ul style="list-style-type: none"> - To begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. (Y1) -To experiment with layering 	<ul style="list-style-type: none"> - To know that Lawrence Lowry was known for his paintings of Manchester and that he was born locally in Lancashire. - Know that developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men". - Know that pencil grades tell you how light/hard and dark/soft a graphite pencil is. - To know that hatching and cross-hatching are techniques to create tone. In hatching, the lines go in one direction, whereas in cross hatching, the lines cross over the top of each other. 	<ul style="list-style-type: none"> - To experiment with different media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. - To be able to choose the most suitable grade of pencil for a drawing. - To choose black or white to create tones. - To experiment with brushes and paint. 	<p>Drawing</p> <ul style="list-style-type: none"> - To explore with confidence different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. - To draw lines of different thickness and select from 3 different grades of pencil. - To explore hatching and cross-hatching. 	<ul style="list-style-type: none"> - To experiment with different grades of pencils and to combine two when drawing (Y3). - To experiment using different effects and textures including blocking in and colouring washed (Y3).

	<p>and mixing media (Y1).</p> <p>-To mix primary and secondary colours (Y1).</p>	<ul style="list-style-type: none"> - Know that tone refers to how light or dark or dark a colour is. - To know that primary colours are red, yellow and blue whereas secondary colours are colour combinations created by the equal mixture of two primary colours. - To know that a wash is a very thin layer of paint. 		<ul style="list-style-type: none"> - To investigate tone by drawing light and dark lines. <p>Painting</p> <ul style="list-style-type: none"> - To be able to add black and white to create tones. - To create pieces using layering, mixing media and scraping through. - To experiment by using a variety of brushes and types of paints. - To explore primary and secondary colours on a colour wheel. - To create background colours using a wash. 	
	Key Vocabulary	Hatching, cross hatching, tone, wash	Enrichment opportunities	Compare LS Lowry's work to buildings in our Lancashire area now.	
Music (Performing and Singing)	<p>(Year 1)</p> <ul style="list-style-type: none"> - Know songs, chants and rhymes. - To understand the difference between singing and speaking. - To perform using un-tuned instruments. 	<ul style="list-style-type: none"> - Know how to keep in time to the beat. -Know that tempo can relate to being fast, moderate, slow, getting faster and getting slower. - Know different sounds our voices can make. -Know how to create expression in our voice. 	<ul style="list-style-type: none"> - Understand how to perform songs staying in time- starting and finishing together e.g., clapping, stomping. -Recognise how tempo changes a song and how you perform it. -Identify what sounds can be made from singing. -Combine movement, voice and percussion in a performance. -Perform with the use of a voice expressively. 	<ul style="list-style-type: none"> -To identify the different levels of speed within tempo. -To understand how to stay in time to the beat with songs. - To understand different sounds our voices can make. -To perform using movement, voice and percussion. -To understand how to use expression within a performance. 	<ul style="list-style-type: none"> - Sing songs clearly and starting to show control with pitch. - Show an awareness of musical expression when performing to an audience.
	Key Vocabulary	Tempo (fast/moderate/slow/getting faster/getting slower)	Enrichment opportunities		

PSHE (Family and Relationships)	How are families different and what makes relationships special?				
	Families and Relationships: Year 1: Autumn 2	<ul style="list-style-type: none"> - Families can be made up of different people. - Families may look different to my family. - Know some problems in friendships might be more serious and need addressing. - Know some ways people show their feelings. - Know what good manners are. - Understand some stereotypes related to jobs. 	<ul style="list-style-type: none"> - Understand ways to show respect for different families. - Understand that families offer love, care and support. - Discuss ways of solving difficulties in families. - Learn how other people show their feelings and how to respond to them. - Explore the conventions of manners in different situations. - Explore how loss and change can affect us. 	<ul style="list-style-type: none"> - To begin to understand the role of the family in their lives. - To begin to understand the range of families they may encounter now and in the future. - To recognise how others show feelings in different ways and how to respond. - To begin to understand that some friendships might make us feel unhappy and how to deal with this. - To begin to understand the conventions of courtesy and manners. - To begin to understand how loss and change can affect us. - To develop an understanding of stereotypes and how these might affect job/career choices. 	Families and Relationships: Ash: Autumn 2 (Cycle A and Cycle B)
	Key Vocabulary	Friendship, love, manners, feelings, emotions, family, stereotype, respect		Enrichment opportunities	
Physical Education	Dance: Moving Along				
	<ul style="list-style-type: none"> -Know what travelling is. -Know how the body can be used to travel in different ways. 	<ul style="list-style-type: none"> -Know how to travel in different ways. -Know that movements can be created to represent something, such as transport. -Know what a sequence is. -Know that a dance is more than one sequence that has been linked together. 	<ul style="list-style-type: none"> -Use different ways to travel to represent a form a transport. -Use teamwork skills to plan and create a sequence. 	<ul style="list-style-type: none"> -To be able to link four contrasting travelling movements in the style of transport. -To develop teamwork skills to work in unison. -To be able to create a short dance, using teamwork skills. -To link two sequences to create a dance. 	<ul style="list-style-type: none"> -Know and demonstrate a range of creative techniques to form a dance. -Dance using action, space, dynamic and relationship.
	Fundamental Movement Skills				
	These skills are assessed and planned according to children's strengths and target areas.				
Key Vocabulary	Travel, transport, sequence, teamwork, contrast.		Enrichment opportunities		
Why do Christians say that Jesus is the 'Light of the World?'					

Religious Education (Christianity: Jesus)	Year 1- Autumn 2	<ul style="list-style-type: none"> - To understand that some light sources are used to provide light, provide heat etc. - To know that Christians refer to Jesus as the light of the world because they believe Jesus is guiding them through life to ensure they live a life of success and happiness. - To know that light is used several times in Christmas celebrations such as; advent candles, candlelight services, Christingles. - To know that Christians refer to Jesus as Christ, Messiah, Saviour and The Son of God 	<ul style="list-style-type: none"> - To know that some people use light as a source of comfort, security, guidance and hope. - To identify how and why light might be used as an important symbol. - To talk about the people who provide them comfort, security and hope. 	<ul style="list-style-type: none"> - To identify different light sources and discuss their uses. - To discuss the importance of light in everyday life. - To suggest what Christians means when they refer to Jesus as the 'Light of the World'. - To identify ways in which Christians might use light as part of the Christmas celebrations. (Advent candles, candlelight services, Christingles) - To talk about the different ways that Christians might celebrate Christmas. - To be aware of the other titles Jesus has been given by Christians. 	Ash-Spring 2.
	Key Vocabulary	Light, guidance, Christingle, Christians, Christmas		Enrichment opportunities	<ul style="list-style-type: none"> -Interview or email a Christian and ask how Jesus is a light to them and how that knowledge alters their actions to others. -Create their own Christingle

Is sacrifice an important part of religious life?