





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
				Enrichment Opportunities:	Visit to Gawthorpe Hall - Victorian Christmas experience day
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.	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.	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.	Traditional Tales (Ash Y3/4) (Princess and the Pea)

		<ul style="list-style-type: none"> - To know how to find supporting evidence. <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. 	<ul style="list-style-type: none"> - To write simple sentences. - To identify compound sentences, their main clauses and connectives. -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>Writing</p> <ul style="list-style-type: none"> - To say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. - To select, generate and effectively use verbs. - To use past tense for narrative. - To proofread to check for errors in spelling, grammar and punctuation 	
	<p>Key Vocabulary</p>	<p>Fairy tale, character, inference, prediction, evidence, compound sentence, conjunction- and, but, or, so, past tense, narrative.</p>	<p>Deeper Learning</p>	<p>Read a wide variety of quality fairy tales and twisted versions. Write from the perspective of other characters and for alternative audiences.</p>	
<p>Non-chronological Reports</p>					

	<p>Non-chronological report (African animals) (Oak Y1)</p>	<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. - 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). 	<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. - 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. 	<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. - 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> 	<p>Non-chronological report (Skeletons and muscles) (Ash Y3/4)</p>
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		<ul style="list-style-type: none"> - 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 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. - To write sentences containing subordinating conjunctions. -To write to entertain and inform. 	<ul style="list-style-type: none"> -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 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.		Deeper Learning	<ul style="list-style-type: none"> - To write for an alternative audience. = To read a variety of quality non- chronological reports written for different audiences and purposes.
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)	Toys Great Fire of London Rosa Parks Emily Davison (Oak)	<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 	<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. 	<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. 	Ancient Egyptians Great Plague Mary Seacole Grace Darling Nelson Mandela Romans Pendle Witches British Monarchs

		<p>especially in Cotton Mills were treated poorly, injured or punished.</p> <ul style="list-style-type: none"> - 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). - 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 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. - To understand why the art work of L S Lowry is significant. 	<ul style="list-style-type: none"> - 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 modern Britain (living memory) and the Victorian era - 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. 	(Ash)
	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.	Deeper Learning	To consider how Victorian inventions changed the way of life still today.	
	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; 	<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 	<ul style="list-style-type: none"> - To experiment with different media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. 	<ul style="list-style-type: none"> Drawing - To explore with confidence different mark-making with a variety of media; pencils, rubbers, crayons, pastels, 	<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

	<p>pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. (Y1)</p> <p>-To experiment with layering and mixing media (Y1).</p> <p>-To mix primary and secondary colours (Y1).</p>	<p>urban landscapes peopled with human figures, often referred to as "matchstick men".</p> <ul style="list-style-type: none"> - 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. - 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 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>felt tips, charcoal, ballpoints and chalk.</p> <ul style="list-style-type: none"> - To draw lines of different thickness and select from 3 different grades of pencil. - To explore hatching and cross-hatching. - 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. 	<p>textures including blocking in and colouring washed (Y3).</p>
	<p>Key Vocabulary</p>	<p>Hatching, cross hatching, tone, wash</p>		<p>Deeper Learning</p>	<p>To be able to make personal preferences about techniques used.</p>
<p>Music (Performing and Singing)</p>	<p>(Year 1)</p> <ul style="list-style-type: none"> - Know songs, chants and rhymes. - To understand the difference between singing and speaking. 	<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. 	<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. 	<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.

	- To perform using un-tuned instruments.		-Perform with the use of a voice expressively.	-To perform using movement, voice and percussion. -To understand how to use expression within a performance.	
	Key Vocabulary	Tempo (fast/moderate/slow/getting faster/getting slower)		Deeper Learning	-To show an awareness of controlling pitch and musical expression in performance.
	How are families different and what makes relationships special?				
PSHE (Family and Relationships)	Families and Relationships: Year 1: Autumn 2	- 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.	- 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.	- 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		Deeper Learning	
	Dance: Moving Along				
Physical Education	-Know what travelling is. -Know how the body can be used to	-Know how to travel in different ways. -Know that movements can be created to represent something, such as transport. -Know what a sequence is.	-Use different ways to travel to represent a form a transport. -Use teamwork skills to plan and create a sequence.	-To be able to link four contrasting travelling movements in the style of transport. -To develop teamwork skills to work in unison.	-Know and demonstrate a range of creative techniques to form a dance.

	travel in different ways.	-Know that a dance is more than one sequence that has been linked together.		-To be able to create a short dance, using teamwork skills. -To link two sequences to create 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.	Deeper Learning	Begin to select movements for a purpose representing objects and feelings.	
Why do Christians say that Jesus is the 'Light of the World?'					
Religious Education (Christianity: Jesus)	Year 1- Autumn 2 Why is Jesus special to Christians?	- 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	- 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.	- 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. Is sacrifice an important part of religious life?
	Key Vocabulary	Light, guidance, Christingle, Christians, Christmas	Deeper Learning	To consider how they could turn dark to light in their own lives.	