



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Autumn 1		Key Text:	‘The Pirates Next Door’ by Jonny Duddle
				Enrichment Opportunities:	An Elm Class Pirate crew showcase for parents. The children can show how they have used their understanding of the technical elements of DT (joining materials, creating axel, chassis and wheels) and their understanding of the properties of materials (waterproof/ not waterproof, bendy, rigidity etc) in Science to make a pirate ship for the Jolly Rogers so that they can travel land and sea.
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Stories by the same author					
English	<p>Reading</p> <p>Writing To identify nouns.</p> <p>To join words and clauses using an, but, so and or.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can sequence sentences to form short narratives.</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ To securely recognise and read words containing phase 5 sounds. ▪ To securely recognise and read all year 1 and taught year 2 common exception words. ▪ To understand that good reading fluency means to decode accurately, automatically and with stress and intonation. ▪ To recall the key events within the story. 	<p>Reading</p> <ul style="list-style-type: none"> ▪ To apply common exception word and phonic knowledge to read with increased fluency. ▪ To sequence main events within the story. ▪ To discuss the meaning of unfamiliar words within the text. ▪ To use evidence to create a suitable prediction. ▪ To identify key question words and to skim and scan to find answers in the text. 	<p>Reading</p> <ul style="list-style-type: none"> ▪ To apply phonic knowledge and skills to read words ▪ To develop fluency when decoding. ▪ To sequence and discuss the main events in stories. ▪ To identify, discuss meaning of and collect favourite words and phrases. ▪ To make predictions using evidence from the text. ▪ To demonstrate understanding of texts by skimming and scanning to answer questions related to who, what, where, when, why, how. 	<p>Reading</p> <p>To make inferences about character’s thoughts, feelings, actions and motives using supporting evidence.</p> <p>To predict what might happen next from what is stated and implied.</p> <p>Writing</p> <p>To use a or an before nouns according to</p>

	<p>Spelling</p> <p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell common exception words already taught (phase 2- 5 tricky words).</p>	<ul style="list-style-type: none"> ▪ To read and identify unfamiliar words within the story. ▪ To know what question words who, what, where, when, why and how mean. ▪ To locate and retrieve appropriate answers in relation to who, what, where, when and why questions. ▪ To identify key characters and events within the story. ▪ To understand what inferences are and what evidence can support them. <p>Writing</p> <ul style="list-style-type: none"> ▪ To understand what subordinating conjunctions are and what they do. ▪ To understand the difference between subordinating conjunctions for time and reason. ▪ To know what nouns are. ▪ To know the difference between proper and common nouns and when they should have a capital letter. ▪ To know the key events, characters and plot of the original story. ▪ To know what narrative and letters are and the audience and purpose they are writing for. 	<ul style="list-style-type: none"> ▪ To make inferences about characters and events using evidence from the text. <p>Writing</p> <ul style="list-style-type: none"> ▪ To identify subordinating conjunctions within sentences for time and reason (because, when, so). ▪ To construct and correctly punctuate sentences containing subordinating conjunctions. ▪ To identify nouns within sentences. ▪ To use capital letters for proper nouns. ▪ To story map, collect new vocabulary, key words and ideas to plan own story. ▪ To know and use the key features of narrative and letters when writing. ▪ To form lower-case letters of the correct size relative to one another. <p>Spelling</p> <ul style="list-style-type: none"> ▪ To select and apply correct phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) with increased confidence. ▪ To spell all year 1 and taught year 2 common exception words correctly noting unusual GPCs. 	<ul style="list-style-type: none"> ▪ To make inferences about characters and events using evidence from the text. <p>Writing</p> <ul style="list-style-type: none"> ▪ To use subordination for time and reason using the words 'because' 'when' and so. ▪ To select, generate and effectively use nouns. ▪ 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. letters and narrative. ▪ To form lower-case letters of the correct size relative to one another. <p>Spelling</p> <ul style="list-style-type: none"> ▪ To learn new ways of spelling phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) for which one or more spellings are already known. ▪ To spell all year 1 and taught year 2 common exception words correctly and proof read these when writing. 	<p>whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>To express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</p> <p>To can use subordinating conjunctions (when, before, after, until, while and since) at the start of my sentences.</p>
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	<ul style="list-style-type: none"> To know what upper and lowercase letters are and how to form them by starting and ending in the correct place. <p>Spelling</p> <ul style="list-style-type: none"> To recap phase 5 graphemes already known. To know at least 3 alternative graphemes for each phase 5 sound family (ai, ee, igh, oa, oo, ow). To know the year 1 common exception words and identify the tricky parts. 			
	Key Vocabulary	<p>Reading: skimming, scanning, question, inference, prediction, evidence.</p> <p>Grammar: noun, subordinating conjunction</p>	Deeper Learning	<p>To draw on their reading to inform the vocabulary and grammar of their writing.</p> <p>To make simple additions, revisions and proof-reading corrections to their own writing .</p> <p>To use the diagonal and horizontal strokes needed to join some letters.</p>
Recounts: Letters				
<p>Reading</p> <p>Writing To identify nouns.</p> <p>To join words and clauses using an, but, so and or.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Reading</p> <ul style="list-style-type: none"> To know what letters are and the reasons why we write them. To use sound buttons to identify phonemes and blend them together. To read a range of letters. To know the features of letters (address, recipient, 	<ul style="list-style-type: none"> ReadingTo read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. To read a range of letters. Discussing how specific information is organised within letters e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. 	<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 letters. Discussing how specific information is organised within letters e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. 	<p>Reading</p> <p>To make inferences about character’s thoughts, feelings, actions and motives using supporting evidence.</p> <p>To predict what might happen next from what is stated and implied.</p>

	<p>I can sequence sentences to form short narratives.</p> <p>Spelling</p> <p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell common exception words already taught (phase 2- 5 tricky words).</p>	<p>paragraphs, presentational features).</p> <ul style="list-style-type: none"> To know how to ask questions using the words: who, what, where, when, why, how. <p>Writing</p> <ul style="list-style-type: none"> To know what statements, questions, exclamations and commands are and when they are used. To know what subordinating conjunctions for reason are 'because/so'. To know who I am writing to and why I am writing. To know what proofreading is. <p>Spelling</p> <ul style="list-style-type: none"> To learn new ways of spelling phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) for which one or more spellings are already known. To spell all year 1 and taught year 2 common exception words correctly and proof read these when writing. 	<ul style="list-style-type: none"> To activate prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? To demonstrating 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 write and correctly punctuate statements, questions, exclamations and commands. To write and correctly punctuate sentences with subordination for reason 'because/so'. To use text type and presentation features of a letter. To proofread to check for errors in spelling, grammar and punctuation. <p>Spelling</p> <ul style="list-style-type: none"> To learn new ways of spelling phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) for which one or more spellings are already known. To spell all year 1 and taught year 2 common exception words correctly and proof read these when writing. 	<ul style="list-style-type: none"> To activate prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? To demonstrating 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"> Use sentences with different forms: statement, question, exclamation and commands. Use subordination for reason with 'because/so'. Plan and discuss what to write about e.g. <i>text mapping, collecting new vocabulary, key words and ideas.</i> Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i> Proofread to check for errors in spelling, grammar and punctuation. <p>Spelling</p> <ul style="list-style-type: none"> To learn new ways of spelling phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) for which one or more spellings are already known. To spell all year 1 and taught year 2 common exception words correctly and proof read these when writing. 	<p>Writing</p> <p>To use a or an before nouns according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>To express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</p> <p>To can use subordinating conjunctions (when, before, after, until, while and since) at the start of my sentences.</p>
	<p>Key Vocabulary</p>	<p>Reading: skimming, scanning, question, inference, prediction, evidence.</p>	<p>Deeper Learning</p>	<p>To draw on their reading to inform the vocabulary and grammar of their writing.</p>	

		Grammar: noun, subordinating conjunction, statement, exclamation, commands, question, proof reading.		To make simple additions, revisions and proof-reading corrections to their own writing . To use the diagonal and horizontal strokes needed to join some letters.	
Maths	- Place Value - Addition and Subtraction	Select the files to the right for more detailed guidance.		Aut 1 Place Value Aut 1 Add and Subtract	
Science (Materials and their properties)	What material would be best to make a children's toy?				
	Distinguish between an object and the material it's made from - Name a variety of materials (e.g. wood, metal, plastic, glass, etc.) - Group together a variety of materials on the basis of their simple physical properties	- To understand what a material is and be able to name a range of different ones. - To know that materials have different properties and are more suited to different uses. - To know that some materials can be changed in different ways.	- To know a variety of ways in which materials can be changed using the language squashing, bending, twisting, heating, cooling and stretching. - To be able to talk about and explain what materials are best suited for a specific job e.g. child's toy. - To be able to answer a range of scientific questions linking to materials.	- To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. - To suggest why a material might or might not be used for a specific job. - To explore how shapes can be changed by squashing, bending, twisting and stretching. - To explain how materials are changed by heating and cooling.	- Rocks (Year 3) – comparing different types. - Properties and changes of materials (Year 5)
	Key Vocabulary	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, brick, paper, fabrics, squashing, bending, twisting, stretching, foil	Deeper Learning	- To consider and compare what materials can be used to make different objects and why these are best suited.	
History (Significant explorers / Changes)	Was Christopher Columbus a hero or a villain?				
	- Significant people (Rosa Parks and Emily	- To know who Christopher Columbus is and key facts, events and dates about his life.	- To explain why Christopher Columbus is significant.	- To know what explorers are and what they do. - To ask and answer questions about the past.	- Significant people Monarchs (William the Conqueror, Queen

within Living Memory)	Davison Year 1) - Changes within living memory (toys): Oak Y1 Aut 2. See Oak Y1 Summer 2.	- To know what an explorer is and what they do. - To know what ships looked like in different time periods. - To know that explorers and pirates travelled and lived on ships. - To know how ships have changed over time. - To know what slaves are and what they did.	- To explain what differences Christopher Columbus made to the world today. - To explain why some people think Christopher Columbus a villain (using slaves). - To explain why people in the past acted the way they did. - To explain how ships have changed over time.	- To identify similarities and differences between ships now and pirate ships in the past. - To understand who Christopher Columbus is and why he is significant. - To understand the actions (in relation to using slaves) and why Christopher Columbus acted the way he did.	Victoria, Elizabeth II) : Ash Summer 2 - Changes beyond living memory studied throughout KS2.
	Key Vocabulary	Explorer, slaves, significant, past, present, changes, similarities, differences	Deeper Learning	- To consider Christopher Columbus's contribution to society today. - To compare Christopher Columbus to other significant explorers (Neil Armstrong, Earnest Shackleton).	
How did Christopher Columbus navigate the world?					
Geography (Continents / Compass Directions / Maps)	- To draw information from a simple map (Y1)	-To know that a compass is a tool used for finding direction. -To know the four main points of a compass: North, East, South and West. -To know that all maps should have a compass rose.	-To use a compass to find the four main compass points. -To use compass directions to create simple instructions e.g. which direction does the pirate need to follow to reach the treasure?	-To use simple compass directions -To use simple directions and locational/directional language.	-To use simple co-ordinates as an introduction to grid reference. (Y2) -To use four points on a compass. (Y2)
	Key Vocabulary	North, East, South, West, forwards, backwards, left, right, straight on, ahead, direction, compass.	Deeper Learning	To look at Christopher Columbus' voyages and identify the compass directions of his path.	
Design Technology (Moving Vehicles)	- To know a range of materials and talk about what they are used for (Year 2) - To know what tools	- To know materials such as wood, paper, fabric, metal and properties such as waterproof, flexible, bendy. - To know that a wheel is a circular object that revolves on an axle, to know that a chassis is the base frame of a car and that axles are a rod or spindle. - To know that a design criteria is a list of particular aims for your product, thinking about the purpose and function.	- Suggest suitable design criteria for a product. - Make suitable choices about the best material for a purpose. - Create labelled drawings and be able to annotate. - To evaluate my product against design criteria and make suggestions and improvements about my product.	- To know the correct names for tools and materials. - To know what wheels, chassis and axles are and how they work. - To create labelled drawings to show what I want to make. - To know what design criteria are and create design criteria.	- To use tools accurately. (Year 3) - To evaluate my final product and explain what went well and what could be improved. (Year 3)

	are appropriate to use for my idea (Year 2)			- To cut, join materials and attach wheels to a chassis using an axle. - To evaluate my own products against design criteria.	
	Key Vocabulary	Design, design criteria, template, materials such as wood, paper, fabric, metal. Properties such as waterproof, flexible, bendy, wheels, axle, chassis using	Deeper Learning	- To be able to explain why I have chosen a particular material and why that would be the best choice.	
	How do I stay safe when on a computer?				
PSHE (Online Safety)	-	-To know that everything we do leaves a 'footprint' that other people can see, even if it's not something you have posted somewhere publicly. -Digital means anything to do with computer technology. -To know that when we search online, we use words which are the most important. -To know that a website is safe through language, activities and pictures. -Know to tell an adult if someone is being unkind online.	-To explain how a digital footprint contains information about a person. -Identify keywords which will give good results. -To sort a range of websites and decide whether they are appropriate or not. -To use clues to decide who a website is aimed at. -Identify unkind online behaviour. -To choose a sensible course of action when you feel uncomfortable.	-To understand that the information I put online leaves a digital footprint. -To use keywords in an online search to find out about topic. -To recognise whether a website is appropriate for children. -To rate and review informative websites. -To be able to identify kind and unkind behaviour online. -To apply our knowledge of safe and sensible online activities to different situations.	
	Key Vocabulary		Deeper Learning		
	Fundamental Movement Skills: Playground Games in the 20th century				
Physical Education	- Fundamental movement skills throughout Year 1.	- A dodge is to avoid someone by making a sudden movement. - A hop is a short jump on one foot. - A side gallop is a way of moving sideways whilst the body is facing forwards. - To strike a ball is to hit it into a space using a bat of the palm of the hand. - A tactic is a planned way of gaining an advantage over an opponent.	- To dodge another person. - To hop forwards. - To catch a ball with some control. - To throw balls underarm with accuracy. - To side-gallop. - To strike a ball with a partner. - To use tactics in a simple game.	- To develop the skill of dodging when playing a tag game. - To develop the skill of hopping when playing a game. - To demonstrate catching a ball with some control. - To throw underarm with some accuracy. - To demonstrate a side gallop. - To strike a ball to a partner (with accuracy).	- Fundamental movement skills continued to be practised throughout year 2.

				- To apply a simple tactic in a net/wall game.	
	Key Vocabulary	Dodge, hop, side-gallop, strike, tactic.	Deeper Learning	Children show advanced movements skills and good gross motor abilities to complete all FMS with confidence.	
	Does how we treat the world matter?				
Religious Education (Christianity: God)	Christianity (God)- Why do Christians say that God is the 'Father'?	<ul style="list-style-type: none"> - To know that Christians believe that God created the universe in 7 days. - To retell the creation story as follows... in the beginning - God started creation the first day - light was created the second day - the sky was created the third day - dry land, seas, plants and trees were created the fourth day - the Sun, Moon and stars were created the fifth day - creatures that live in the sea and creatures that fly were created the sixth day - animals that live on the land and finally humans, made in the image of God were created by day seven - God finished his work of creation and rested, making the seventh day a special holy day. - To know that natural resources are materials from the Earth, eg- wood, oil, stone, metal, water. 	<ul style="list-style-type: none"> - To know how humans use natural resources in everyday life. - To discuss actions humans, take to look after the world e.g picking up litter, recycling, saving water/electricity etc. - To share ideas about how we can change our actions to help look after the world. 	<ul style="list-style-type: none"> - To discuss how humans use and abuse our natural world. -To discuss how our planet should matter to all humans and how our actions should reflect this. - To reflect on how we use the worlds resources. - To retell the story of creation from Genesis 1. - To suggest why Christians might think it is important to look after the world. - To discuss why Christians might say thank you to God at harvest festivals. 	Christianity (God) How (and why) have some people served God?
	Key Vocabulary	Creation, universe, natural, harvest	Deeper Learning	Talk about their own hopes and concerns for the natural world. Discuss how individual actions can make a difference.	