



Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

Elm (Year 2)		Summer 2		Key Texts:	
				<i>The Lighthouse Keepers Lunch (Ronda Armitage)</i> <i>Secret of Black Rock (Joe Todd-Stanton)</i>	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Lighthouse Keepers Lunch					
English	-Stories with familiar settings (Yr2: Spring 2) -Stories by the same author (Yr2:Spring 1)	<p><u>Reading</u></p> <ul style="list-style-type: none"> - To know alternative sounds for graphemes. - To know what syllables are - To identify and name feelings. <p><u>Writing</u></p> <ul style="list-style-type: none"> -To know statement gives information and usually ends with a full stop. -To know a question asks for information and ends with a question mark. -To know a command tells someone to do something and often starts with a verb (e.g., "Sit down.") -To know an exclamation expresses strong feeling and ends with an exclamation mark. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - To recognise and blend alternative sounds for graphemes to read. - To identify syllables within words. - To sequence and discuss the main events in stories. - To use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. - To inferences about characters and events using evidence from the text. - To give opinions and support with reasons. <p><u>Writing</u></p> <ul style="list-style-type: none"> -To create expanded noun phrases correctly. -To Identify whether a sentence is a statement, question, command or exclamation. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> -To read accurately by blending and recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. - To sequence and discuss the main events in stories. - To introduce and discuss key vocabulary within the context of a text. - To use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. - To make inferences about characters and events using evidence from the text. - To give opinions and support with reasons e.g. Was Black Rock actually dangerous? <p><u>Writing</u></p>	-Novel as a theme (Ash: Spring 1 – Cycle A)

		<p>-To know co-ordination joins two equally important ideas.</p> <p>-To know subordination joins ideas where one part adds extra information to the main idea, using a subordinate conjunction.</p> <p>-To know an expanded noun phrase is made up of two adjectives and a noun.</p> <p>-To know a sentence begins with a capital letter and ends with an appropriate punctuation mark (.,!?)</p> <p>-To know apostrophes can show that letters have been omitted in a contracted word. (do not → don't).</p> <p>-To know apostrophes can show singular possession, meaning something belongs to one person, animal or thing.</p> <p>Spelling</p> <p>-To know rules when adding tion, sion endings.</p> <p>- To know the sound spelt a after w and qu.</p> <p>-To know how to choose the correct ending for words ending tion and sion.</p> <p>-To know when to add -y to words where there is no</p>	<p>-Use the correct punctuation for each sentence type.</p> <p>-Write sentences that include both co-ordinating and subordinating conjunctions.</p> <p>-Recognise whether a conjunction is being used for co-ordination or subordination.</p> <p>-Choose the correct punctuation mark for different sentence types. Use capital letters at the start of sentences.</p> <p>-Use full stops, question marks and exclamation marks accurately.</p> <p>- Form common contractions using apostrophes.</p> <p>-Recognise apostrophes used to show singular possession.</p> <p>Spelling</p> <p>- Choose the correct word to complete a sentence.</p> <p>Identify and correct spelling errors involving near homophones.</p> <p>-Correctly spell words ending in tion and sion.</p> <p>- Spell and use contractions accurately in writing.</p> <p>Recognise singular possessive apostrophes in sentences.</p> <p>- Add suffixes correctly to root words.</p>	<p>- To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>-To understand subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>-Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).</p> <p>-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>-Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <p>Spelling</p> <p>- To spell correctly words ending tion and sion (fiction, invasion)</p> <p>To spell correctly and distinguish between the near homophones, quite/quiet, one/won, are/our and of/off, see/sea, blue/blew, flower/flour, sun/son, here/hear, some/sum, hole/whole, bear/bare.</p> <p>- To add the ending -y to words where no change is needed to the root (dirt, dirty; crisp, crispy).</p> <p>-To spell more words with contracted forms (won't, should've, would've).</p>	
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	<p>change needed to the root word.</p> <ul style="list-style-type: none"> -To know an apostrophe shows the omitted letter/s. -To know -ly often turns an adjective into an adverb (e.g. quick → quickly). -ful means “full of” (e.g. hope → hopeful). -less means “without” (e.g. care → careless). -ness turns adjectives into nouns describing a quality (e.g. happy → happiness). -ment turns verbs into nouns showing an action or result (e.g. enjoy → enjoyment). 	<p>Choose the correct suffix to match meaning in a sentence.</p>	<ul style="list-style-type: none"> -To use the possessive apostrophe (singular), e.g. Mrs Pilkington’s handkerchief. -To review the suffixes -ly, -ful, -less, -ness and -ment. 	
Key Vocabulary			Deeper Learning	
Hammer the Grammar				
-	<p><u>Reading</u></p> <ul style="list-style-type: none"> -To know subordination joins a main idea with an extra piece of information that is less important. -To recognise the conjunction because is used to give a reason. -To know a sentence with because explains why something happens. <p><u>Writing</u></p> <ul style="list-style-type: none"> -To know the part of the sentence with because gives the cause, and the main clause gives the effect. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Recognise sentences that use because to give a reason. -Identify the main clause and the reason clause. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Join two simple sentences using because. -Write sentences that explain why something happens. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> - To understand that subordination can be used to give a reason using the conjunction because. -To identify sentences that use because to give a reason. -To recognise the difference between the main clause and the reason clause in sentences using because. -To join two simple sentences using the conjunction because. -To write sentences that explain why something happens using because. 	-

		- To know punctuation is needed to separate ideas when because starts a sentence.			
	Key Vocabulary			Deeper Learning	
Maths	- Statistics - Geometry: position and Direction		Select the files to the right for more detailed guidance.	Year2 Statistics Yr2 Position and Direction	
What can we find below the surface of the ocean?					
Science (Living things and their habitats: Oceans)		-To know the predators and prey in the Pacific, Southern and Indian oceans. -To know how creatures are adapted to the ocean layer in which they live. -To know food chains and webs of different Australian animals.	-Ask simple scientific questions. -Identify and classify things. -Suggest what I have found out. -Use simple data to answer questions.	- To identify things that are living, dead and never lived. -To describe how a specific habitat provides for the basic needs of things living there (plants and animals). -To identify and name plants and animals in a range of habitats. -To match living things to their habitat. -To describe how animals find their food. -To name some different sources of food for animals. -To explain a simple food chain. -To describe what animals, need to survive.	Year 4 - To group living things in different ways. - To use classification keys to group, identify and name living things. - To create classification keys to group, identify and name living things (for others to use). - To describe how changes to an environment could endanger living things. - To explore the work of pioneers in classification (e.g., Carl Linnaeus).
	Key Vocabulary	living - dead - habitat - energy - food chain - predator - prey - woodland - pond – desert – ocean layers		Deeper Learning	- Which feature of the ocean habitat could be removed, and the animals still survive? - How would the animals' lives be different?
How have seaside holidays changed since Victorian times?					
History (Seaside / Changes)		- To know the key features of seaside towns (lighthouse, promenade, pier, beach, shops).	- To ask and answer questions about the past through observing and handling a range of sources.	- To identify similarities and differences between	- To use specialist dates and terms to place topics

within Living Memory)		<ul style="list-style-type: none"> - To know that the way people travelled to their holidays was different when their grandparents were little and beyond to the Victorian period. - To know that entertainment in Victorian times was different (Punch and Judy shows, hokey pokeys, souvenirs, bathing machines). - To know how Blackpool has changed from Victorian times to now. 	<ul style="list-style-type: none"> - To use clues from photographs to estimate time periods. - To explain how where we go on holidays and how we travel there has changed and why. <p>To explain how Blackpool has changed from Victorian times.</p>	<p>now and the Victorian period.</p> <ul style="list-style-type: none"> - To identify the differences between modern Britain (living memory) and the Victorian era. - To understand changes within living memory compared to the Victorians. 	<p>studied into different periods.</p> <ul style="list-style-type: none"> - To make connections between and across periods such as differences between clothes, homes, buildings or transport.
	Key Vocabulary	Victorian, era, modern, period, similarities, differences		Deeper Learning	<p>Why did Victorian's choose Blackpool as their holiday destination? What made it appealing in the Victorian era?</p> <p>Why has Blackpool changed since Grandad was a boy?</p>
Why are oceans and seas important to us?					
Geography (Climate Change / Plastic Pollution)		<ul style="list-style-type: none"> - Know the names of the oceans; Pacific, Atlantic, Indian, Arctic and Southern. - Know the surrounding seas of the UK: North, Celtic and English Channel. - Know the differences between Bondi Beach and Blackpool Beach. - Know how the climate has changed and how oceans, seas and landscapes are impacted. - Know and name weather types. (Drought, rain, heatwave, storm, seasons; autumn, winter, spring, summer.) 	<ul style="list-style-type: none"> - Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places. - Observation daily weather patterns. 	<ul style="list-style-type: none"> - To be able to name the five oceans. - To be able to name the seas surrounding the UK. - To be able to locate the five oceans and seas surrounding the UK on a map. - To be able to compare Bondi beach to Blackpool. - To be able to identify weather patterns. - To express views about the environment and recognise how people sometimes affect the environment. 	<ul style="list-style-type: none"> - To name counties within the UK. - To understand the meaning of the equator. - To locate the local area on a variety of maps. - To identify the position of the Equator
	Key Vocabulary	Ocean, sea, Pacific, Atlantic, Indian, Southern, North, Celtic, English, Channel, climate, weather, drought, rain,		Deeper Learning	<p>Why is plastic pollution a problem in the modern world?</p> <p>How can plastic pollution be solved?</p>

		heatwave, storm, seasons; autumn, winter, spring, summer.		What changes would need to be made to modern lifestyles?	
Art (Sculpture)		<ul style="list-style-type: none"> - Know there are different types of sculptures. - Know that different materials can be manipulated. - Know what layering means. 	<ul style="list-style-type: none"> -To discuss ideas about existing products. - Manipulate materials for a purpose. - Use tools to change the texture of materials. - Use shapes to create sculptures. - Use rolling and kneading skills to change materials. 	<ul style="list-style-type: none"> -To research existing products. - To plan and design a sculpture from imagination and observation. - To manipulate malleable materials for a purpose by rolling and kneading. - To join clay adequately and construct a simple base. - To create surface patterns and textures in a malleable material. - To be able to change the surface of a makeable material by adding texture. - To use simple 2D shapes to create a 3D form 	Ash-Cycle A-Sculpture
	Key Vocabulary	Layering, sculpting, manipulate, material, rolling, kneading.	Deeper Learning	Explain the impact different manipulations have on sculptures and how they can represent objects/people/emotions.	
Computing (Multimedia)		<ul style="list-style-type: none"> - Know that a presentation can be a film, audio and images. 	<ul style="list-style-type: none"> - Use a gallery to select appropriate photos. - Search for images by following links. - Use insert function to add images into a program (e.g. Pic Collage). - Type words to be added to a presentation. - Use microphones to record sound. 	<ul style="list-style-type: none"> - To be able to use a gallery to add photos. To be able to delete from a gallery. - To be able to insert images. - To be able to locate letters on a keyboard to type words in a presentation. - To be able to record sound files using microphones. 	<ul style="list-style-type: none"> - To explain the stages of creating a stop-motion animation. - To plan, capture and create images, text and graphs to present information.
	Key Vocabulary	Presentation, audio, image, film, insert, search, delete, gallery, microphone.	Deeper Learning	Tailor a presentation to a specific audience.	
PSHE		<ul style="list-style-type: none"> - Know the PANTS rule. 	<ul style="list-style-type: none"> - Discussing the concept of privacy. - Exploring ways to stay safe online. 	<ul style="list-style-type: none"> - Understand how the internet can be used to help us. - To understand that everyone 	

(Safety and the Changing Body)		<ul style="list-style-type: none"> - Know that I should tell an adult if I see something that makes me uncomfortable online. - Understand the difference between secrets and surprises. - Know the rules for crossing the road safely. - Know that medicine can help us when we are ill. - Understand that we should only take medicines when a trusted adult says we can. - Know the names of parts of my body, including private parts. 	<ul style="list-style-type: none"> - Learning how to behave safely near the road and when crossing the road. - Exploring what people can do to feel better when they are ill. - Learning how to be safe around medicines. 	<ul style="list-style-type: none"> - Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. - Understand what a secret is and what a surprise is. - Know the name of parts of the body, including those of the private parts for their gender. - Explain the PANTS rule. - Understand how to keep safe near roads. - Explain the rules for crossing the road. - Understand when we should take medicines that can help us feel better when we are unwell. 	has the right to decide what happens to their body.
	Key Vocabulary	Medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina	Deeper Learning	When might a secret be appropriate? When are secrets not safe? Why?	
Physical Education (Athletics and Games)	Athletics				
		<ul style="list-style-type: none"> - Know that underarm throws can be used for short distance targets. - Know that a throw can be completed using a push and two hands. 	<ul style="list-style-type: none"> - Throw using a push and two-handed throw for distance. - Jump for distance with control. 	<ul style="list-style-type: none"> - To be able to use underarm and overarm throw for distance and accuracy. - To be able to jump with control. 	<ul style="list-style-type: none"> - To throw using a pull action. -To be able to perform a sling throwing arm. -To be able to throw for distance using push, pull and sling arm action.
	Key Vocabulary	Underarm, overarm, distance, accuracy, jump, obstacle.	Deeper Learning	Children can demonstrate the ability to combine skills to complete obstacle courses with speed and agility. Children can choose the most appropriate throw for a task.	
Games					

		<ul style="list-style-type: none"> - Know that an overarm throw is used for distance. - Know how to use tactics in striking and fielding. 	<ul style="list-style-type: none"> - Demonstrate an overarm throw. - Strike a ball for distance. - Use accuracy when striking. 	<ul style="list-style-type: none"> - To be able to complete an overarm throw for distance. - To be able to strike a ball. - To be able to play striking and fielding games. 	<ul style="list-style-type: none"> - Explore different ways of throwing. - Consolidate catching skills. - To suggest ideas and practices to improve their play. - Strike the ball using their hand or small bat.
	Key Vocabulary	Striking, fielding, overarm, tactic, accuracy, distance.		Deeper Learning	Children demonstrate the ability to utilise tactics independently. Children demonstrate the ability to strike with accuracy, varying distances.
What aspects of life really matter?					
Religious Education (Judaism)		<ul style="list-style-type: none"> - Know that Hannukah is the festival of light. - To know the symbols involved in the celebration of Hannukah. - To know that God is worshiped through celebrations. - To know that Sukkot is the Feast of Tabernacles 	<ul style="list-style-type: none"> - Use religious words and phrases and consistently identify some features of religious traditions. - Identify and describe how religion is expressed in different ways. - Ask important questions about religions and belief. 	<ul style="list-style-type: none"> - To be able to retell and suggest meanings for religious stories, actions and symbols. - To begin to identify and describe how religion is expressed in different ways. - To be able to talk about what is of value and concern to themselves and to others. - To be able to identify similarities and differences between festivals and celebrations. 	-
	Key Vocabulary	Jewish, Hannukah, Worship, Sukkot, Feast of Tabernacle, God, celebration, symbols.		Deeper Learning	Are there similarities and differences between Jewish festivals? Why are some Jewish and Christian celebrations similar?