



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Summer 2		Theme: The Great Barrier Reef		
				Key Text:	The Lighthouse Keeper’s Lunch <i>by Ronda and David Armitage</i> Flotsam <i>by David Wiesner</i>	
				Enrichment Opportunities:		Trip – Sealife Centre
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning	
Stories on a Theme						
English	<ul style="list-style-type: none"> - Stories with familiar settings (Yr2: Spring 2) - Stories by the same author (Yr2: Spring 1) 	<p>Reading</p> <ul style="list-style-type: none"> - To know time connectives used to order and sequence. - To know morphology, prefixes and suffixes of root words. - To know what a prediction is. - To know what an inference is. - To know what an opinion is. - To know how to provide evidence or supporting reasons. <p>Writing</p> <ul style="list-style-type: none"> - To know what apostrophes for contraction are. - To identify and know what nouns are. 	<p>Reading</p> <ul style="list-style-type: none"> - To sequence events in stories. - To retell stories. - To identify unfamiliar words and use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised. - To evidence from the text to make predictions and inferences. - To form an opinion and support with reasons. <p>Writing</p> <ul style="list-style-type: none"> - To use apostrophes for contracted forms, e.g. <i>don’t, can’t</i>. - To select, generate and effectively use nouns. - To add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. 	<p>Reading</p> <ul style="list-style-type: none"> - To read and sequence events in stories. - To retell stories. - To discuss meaning of unfamiliar words key vocabulary in context. - To use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised. - To make predictions using evidence from the text. - To make inferences about characters and events using evidence from the text. - To give opinions and support with reasons. <p>Writing</p> <ul style="list-style-type: none"> - To use apostrophes for contracted forms, e.g. <i>don’t, can’t</i>. 	<ul style="list-style-type: none"> - Novel as a theme (Ash: Spring1 – Cycle A) 	

		<ul style="list-style-type: none"> - To know what suffixes are and how they change the meaning of the root word. - <i>ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i> - To know what subordinating conjunctions for time are (when, before, after, until, as). - To know the story and key vocabulary. - To know the features and language of a seaside story. - To know how to evaluate, edit and improve their work. <p>Spelling</p> <ul style="list-style-type: none"> - To know what common exception words are, noting tricky parts. - To know what homophones are and how to distinguish between them. - To know what possession means and why an apostrophe is needed. - To know common <i>-tion</i> words and the sound it makes. - To know <i>/z/</i> words and the sound they make eg <i>vision</i>. - To know what suffixes are and how they change the meaning of a root word – <i>ment, -ness, -ful, -less</i> and <i>-ly</i>. 	<ul style="list-style-type: none"> - To use subordination for time and reason. - To plan and discuss what to write about. - To use specific text type and genre features to write for a range of audiences and purposes. - To evaluate, edit and improve their own writing in relation to audience and purpose. <p>Spelling</p> <ul style="list-style-type: none"> - To spell further common exception words. - To spell homophones. - To use the possessive apostrophe (Ella's coat) - To spell words ending in <i>-tion</i> - The <i>/z/</i> sound spelt <i>s</i> eg <i>usual</i>. - The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i>. 	<ul style="list-style-type: none"> - To select, generate and effectively use nouns. - To add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</i> - To use subordination for time and reason. - To plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. - To use specific text type and genre features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. - To edit and improve their own writing in relation to audience and purpose. - To evaluate their writing with adults and peers. <p>Spelling</p> <ul style="list-style-type: none"> - To spell further common exception words. - To spell homophones. - To use the possessive apostrophe (Ella's coat) - To spell words ending in <i>-tion</i> - The <i>/z/</i> sound spelt <i>s</i> eg <i>usual</i>. - The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i>. 	
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Key Vocabulary			Deeper Learning	
Persuasive Texts				
-	<p>Reading</p> <ul style="list-style-type: none"> - To know and understand how suffixes change the meaning of words. e.g. <i>-ness, -ment, -ful, -ly</i>. - To know and apply strategies to develop fluency. - To know what persuasion is. - To know how persuasive texts can be organised. e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. - To know what question words mean and the information they require to answer them: <i>who, what, where, when, why, how</i>. <p>Writing</p> <ul style="list-style-type: none"> -To know the suffix <i>-ly</i> turns adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. -To know that compound sentences have co-ordinating conjunctions: <i>and, but, so</i> and <i>or</i>. -To know subordinating conjunctions for reason and time and how commas are used to mark clauses correctly. 	<p>Reading</p> <ul style="list-style-type: none"> - To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. - To sound out unfamiliar words accurately, automatically and without undue hesitation. - To listen to a range of texts at a level beyond that at which they can read independently. - To read a range of non-fiction texts including persuasion. - To identify presentational features non-fiction text. - To discuss meaning of unfamiliar words. - To demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>. <p>Writing</p> <ul style="list-style-type: none"> -To use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. -To say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>. -To use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> 	<p>Reading</p> <ul style="list-style-type: none"> - To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. - To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - To listen to a range of texts at a level beyond that at which they can read independently including non-fiction. - To read a range of non-fiction texts including explanations. - To discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. - To introduce and discuss key vocabulary within the context of a text. - To check that texts make sense while reading and self-correct. - To demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>. <p>Writing</p> <ul style="list-style-type: none"> -To use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. -To say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>. 	-

		<ul style="list-style-type: none"> - To know and identify sentences with different forms: statement, question, command, exclamation. - To know how commas are used to separate items in a list. -To understand and identify present tense verbs. -To know what adjectives are and identify good examples in the text. -To understand what suffixes are and how <i>-er</i> and <i>-est</i> to create comparative adjectives. - To know features of persuasion and what they do. - To know how to evaluate, edit and improve own work. 	<ul style="list-style-type: none"> - To use sentences with different forms: statement, question, command, exclamation. - To use commas to separate items in a list. -To use present tense for persuasive adverts. -To select, generate and effectively use adjectives. -To use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. faster, fastest, smaller, smallest. - To plan and discuss what to write about. - To use specific text type features to write for a range of audiences and purposes e.g. to persuade. - To edit and improve their own writing in relation to audience and purpose. - To proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> -To use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> -To use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> - To use sentences with different forms: statement, question, command, exclamation. - To use commas to separate items in a list. -To use present tense for persuasive adverts. -To select, generate and effectively use adjectives. -To use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. faster, fastest, smaller, smallest. - To plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. - To use specific text type features to write for a range of audiences and purposes e.g. to explain. - To edit and improve their own writing in relation to audience and purpose. - To proofread to check for errors in spelling, grammar and punctuation. 	
	Key Vocabulary	Vocab from key texts Grammar vocab		Deeper Learning	Challenge skills for writing and comprehension only.

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)		<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Ask simple scientific questions. -Identify and classify things. -Suggest what I have found out. -Use simple data to answer questions. 	<ul style="list-style-type: none"> - 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. 	<p>Year 4</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 within Living Memory)		<ul style="list-style-type: none"> - To know the key features of seaside towns (lighthouse, promenade, pier, beach, shops). - 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 	<ul style="list-style-type: none"> - To ask and answer questions about the past through observing and handling a range of sources. - 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. 	<ul style="list-style-type: none"> - To identify similarities and differences between now and the Victorian period. - To identify the differences between modern Britain (living memory) and the Victorian era. 	<ul style="list-style-type: none"> - To use specialist dates and terms to place topics studied into different periods. - To make connections between and across periods such as differences between

		shows, hokey pokeys, souvenirs, bathing machines). - To know how Blackpool has changed from Victorian times to now.	To explain how Blackpool has changed from Victorian times.	- To understand changes within living memory compared to the Victorians.	clothes, homes, buildings or transport.
	Key Vocabulary	Victorian, era, modern, period, similarities, differences		Deeper Learning	Why did Victorian's choose Blackpool as their holiday destination? What made it appealing in the Victorian era? Why has Blackpool changed since Grandad was a boy?
Why are oceans and seas important to us?					
Geography (Climate Change / Plastic Pollution)		- 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.)	- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places. - Observation daily weather patterns.	- 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.	- 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, heatwave, storm, seasons; autumn, winter, spring, summer.		Deeper Learning	Why is plastic pollution a problem in the modern world? How can plastic pollution be solved? What changes would need to be made to modern lifestyles?
Art (Sculpture)		- Know there are different types of sculptures. - Know that different materials can be manipulated.	-To discuss ideas about existing products. - Manipulate materials for a purpose.	-To research existing products.	Ash-Cycle A-Sculpture

		<ul style="list-style-type: none"> - Know what layering means. 	<ul style="list-style-type: none"> - 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 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 malleable material by adding texture. - To use simple 2D shapes to create a 3D form 	
	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 (Safety and the Changing Body)		<ul style="list-style-type: none"> - Know the PANTS rule. - Know that I should tell an adult if I see something that makes me uncomfortable online. - Understand the difference between secrets and surprises. 	<ul style="list-style-type: none"> - Discussing the concept of privacy. - Exploring ways to stay safe online. - Learning how to behave safely near the road and when crossing the road. 	<ul style="list-style-type: none"> - Understand how the internet can be used to help us. - Create a poster with clear information about how to remain safe online and what to do if 	<ul style="list-style-type: none"> - To understand that everyone has the right to decide what happens to their body.

		<ul style="list-style-type: none"> - 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"> - 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"> 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. 	
	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. 	

					<ul style="list-style-type: none"> - 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?