





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Spring 1		Key Text:	A range of quality animal- themed riddles and non- chronological reports
				Enrichment Opportunities:	Hosting a Chinese style banquet as end of DT topic celebration.
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Non- chronological Report					
English	Non-chronological report (African animals) (Oak Y1)	Reading <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, 	Reading <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. Writing	Reading <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. 	Non- chronological reports (Skeletons and muscles) Ash Y3/4

		<p>pictures, diagrams and glossaries are.</p> <ul style="list-style-type: none"> - 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). <p>Spelling</p> <ul style="list-style-type: none"> - To know what silent letters are - To know that kn and gn can make a 'n' sound'. - To know that wr can make a 'r' sound. - To know -dge, -ge and g can make a j sound. - To know what that common exception words have tricky graphemes for phonemes and vice versa. 	<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 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. <p>Spelling</p> <ul style="list-style-type: none"> -To read words containing silent letters wr, gn and kn. -To spell words containing silent letters wr, gn and kn. - To read words containing -dge, -ge and g. - To spell words containing -dge, -ge and g. 	<p>Writing</p> <ul style="list-style-type: none"> - To plan and discuss what to write about e.g. story mapping, 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 entertain. - 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. <p>Spelling</p> <ul style="list-style-type: none"> - To read and spell words containing silent letters. - To read and spell words containing alternative graphemes for the 'j' sound. - To read and spell increasing number of common exception words. 	
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			- To read and spell common exception words: every, everybody, even, great, break, steak, pretty, beautiful, after, fast		
	Key Vocabulary	Title, subheading, glossary, bold, caption, picture, label, diagram, paragraph, index, did you know box, present tense, nouns, facts, information, conjunction.	Deeper Learning	To write for different audiences changing style, tone and language accordingly.	
Riddles					
Poems on a Theme Traditional Rhyme Oak Class 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. - To know that a riddle is a poem the reader is to solve. - To know what that the features of riddles are: generic clue at the start, present tense, expanded noun phrases, questions and hard clue at the end. - To know that evidence in the text are small clues. <p>Writing</p> <ul style="list-style-type: none"> - To know that expanded noun phrases contain an adjective before the noun. 	<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 identify the features of a riddle. - To locate and retrieve information. - To make inferences and predictions using evidence from the text. <p>Writing</p> <ul style="list-style-type: none"> - To use adjectives before nouns to create expanded noun phrases. - To write rhetorical questions - To identify subordinating and co-ordinating conjunctions. - To identify main and subordinating clauses. - To add additional information to sentences by writing sentences containing subordinating clauses. 	<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. <p>Writing</p> <ul style="list-style-type: none"> - To write sentences containing expanded noun phrases. - To use rhetorical questions. - To write sentences containing subordinating clauses. - To use commas to mark subordinating clauses. 	I Asked the Boy Who Couldn't See (Ash Y3/4 Cycle A) Autumn is Here (Ash Y3/4 Cycle B)	

		<ul style="list-style-type: none"> -To know that questions contain question words and end in a question mark. - To know that conjunctions connect two clauses together. -To know that a main clause must contain a subject and a verb and make sense independently. - To know that our focus subordinating conjunctions are: when, because and if. - To know that a subordinating clause adds additional information to the clause. - To know if a sentence starts with a subordinating clause, it must be separated from the main clause with a comma. 				
	Key Vocabulary	Poem, riddle, expanded noun phrase, clue, information, inference, prediction, evidence, subordinating conjunction/ clause, main clause.	Deeper Learning	Riddles on other themes and without easily obvious answers.		
Maths	<ul style="list-style-type: none"> - Money - Multiplication and Division 	Select the files to the right for more detailed guidance.		 Yr2 Money.pdf	 Yr2 Multiplication and division.pdf	
	Why do some animals live in the rainforest and others the desert?					
Science (Living Things and their Habitats)	To identify and name a variety of common animals including fish, reptiles, birds and mammals	<ul style="list-style-type: none"> - To know that a habitat is a natural habitat or home of a variety of plants and animals. - To know that a rainforest is a tall, dense forest that receives lots of rain every year. - To know that a desert is any large, arid area of land where little to no rainfall occurs, along with little vegetation. 	<ul style="list-style-type: none"> - To name different habitats including rainforest and desert. - To compare a rainforest and desert and talk about their differences. - To research animals that live in these habitats. - To research how temperature effects which animals are suited to each habitat. 	<ul style="list-style-type: none"> - 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 changes to an environment could endanger living things. (year 4)	

	To begin to classify animals according to given criteria.	<ul style="list-style-type: none"> - To know that animals such as jaguars, elephants, tigers and okapis live in the rainforest. - To know that animals such as scorpions, lizards, snakes and camels live in the desert. - To know why some animals are suited to different habitats than others. 		- To describe what animals, need to survive.	
	Key Vocabulary	survival - water - air – food –desert –habitat – temperature.		Deeper Learning	
	How is our local area different to China?				
Geography	How is living in a hot climate different to living in the UK? (Oak)	<ul style="list-style-type: none"> - To know that China belongs to the continent Asia. - To know that the Pacific Ocean surrounds China. - To know the journey needed to take from our local area to China. 	<ul style="list-style-type: none"> - To locate China on a map and globe. - To identify human and physical features in China. - To make comparisons between the human features of China and our local area. - To record and monitor the daily weather patterns in China. 	<ul style="list-style-type: none"> - To name the continent China is within. - To name the ocean that surrounds China. - To locate China on maps and globes. - To know how we would travel to China from our local area. - To identify human and physical features of China. - To compare physical and human features between China and the local area. 	Elm Spring 1 How is our local area different to the Lake District?
	Key Vocabulary	Physical feature, human feature, continent, temperature.		Deeper Learning	To explain which country they would prefer to live in and why.

Computing (Online Safety and Basic Skills)	Year 1 - Perform simple searches - Know how to keep passwords private. - Find and open a file	- Personal information is any information that could be used to identify someone. - Personal information includes:- - first and last name - date of birth - home address - your photo - school name - bank details - Real-life friends are people we have actually met in person. - Online friends are those we have not met face-to-face. - Using technology just before we go to bed can make it harder to get to sleep. - Saving a file means we can open it and work on it later.	- Identify if a friendship is based on real-life or just online. - Explain the negative effects technology can have on sleep. - Explain the risks of sharing personal information and passwords with others.	- To explain why we keep personal information and passwords private. - To recognise the difference between real-life and online friends. - To describe ways technology can affect healthy sleep. - To open, save and close a file (with support). - To type words using letters on a keyboard. - To do a simple internet search and follow links to websites.	Year 3 (Autumn) - Strong passwords - SMART Rules - Online bullying
	Key Vocabulary	Personal information, real-life, face-to-face, online, save,		Deeper Learning	Children can suggest ways of using technology to reduce the effect on sleep. Use keywords to search the internet for specific topics.
Design Technology (Savoury Food: Spring Rolls)	Oak- Healthy Food-Fruit Salad	- Know that food comes from all over the world. - Know that certain countries have traditional dishes and that spring rolls are commonly found in Chinese and Southeast Asian cuisines. - Know that fruits are sweet or sour, while vegetables are more savoury. - Know that fruit contains seeds unlike vegetables. The other parts of the plant (like stems, flower buds, leaves) grow into vegetables.	- To use sketching skills to create a labelled drawing of what I want to make. - To practice a range of cooking skills including chopping, peeling, cutting and grating. - Use my knowledge to choose a cooking method that best fits the ingredient. - To taste my product and describe how I would improve it.	- To know where food comes from. - To know the difference between fruit and vegetables. - To create labelled drawings to show what I want to make. - To decide whether I need to cut, peel, chop and grate vegetables. - To evaluate my product.	Maple- Food- Cycle A and B

	Key Vocabulary	Fruit, vegetables, cut, peel, chop, grate	Deeper Learning	Know that fruit refers to sweet or sour seed-bearing parts of plants that can be eaten raw, these are called 'culinary fruits.' Know that 'botanical fruits' encompass all seed-bearing parts of plants, including some which would usually be considered vegetables such as tomatoes and cucumbers.	
PSHE (Health and Wellbeing)	Health and Wellbeing				
	Year 1: Spring 1 - Understanding emotions - Relaxation - Recognise own strengths	- Red can indicate anger or frustration - Orange can indicate joy or creativity - Yellow can indicate happiness or hope - Green can indicate calmness or peace. - Blue can indicate sadness. - Physical activity is an activity that involves moving your body which makes you feel warm and tired. - Mental wellbeing is a normal part of daily life, in the same way as physical health. - It is vital to brush teeth for two minutes in the morning and at night. - Regular flossing can help keep teeth healthy.	- Use multiple colours to show how they can feel more than one emotion at a time. - Understand how physical activity affects their body and know it helps to keep their mind healthy too. - Describe the positive effects of relaxation and know there are different ways to relax. - Recognise and describe what they are good at and what skills they would like to develop. - Understand what helps to keep teeth healthy.	- To describe a range of feelings and develop simple strategies for managing them. - To understand the benefits of physical activity. - To use breathing exercises to relax. - To understand their strengths and set themselves achievable goals. - To understand ways of looking after our teeth.	Ash Class: Spring 1: Cycle B - Looking after teeth - Emotions - Resilience - Mental health
	Key Vocabulary	Communicate, frustrated, self-awareness, physical, relaxation, goal, achieve, flossing	Deeper Learning	- Show empathy by describing how someone else might be feeling based on their experience. - Identify what they would like to get better at and suggest small steps which will work towards this goal.	
Physical Education	Gymnastics Activities				
	- Gymnastics activities: Year 1, Autumn 2	- Large body parts are legs, back, shoulders and stomach. - The correct technique for an egg-roll, pencil roll and teddy bear roll. - Travelling is a way of moving around the floor and can include skipping, walking, jumping, hopping, crawling and sliding.	- Jump with control and make different shapes whilst in the air. - Travel across the floor using both hands and feet. - Be able to egg-roll., pencil roll and teddy bear roll.	- To demonstrate jumping actions with different shapes in the air. - To show travelling actions using hands and feet. - To demonstrate balancing on large body parts. - To show an egg roll, pencil and teddy bear roll.	- Gymnastics activities: Year 2, Spring 2.

			- Combine movements to create a sequence and perform with control.	- To create and demonstrate a sequence using rolling, jumping and travelling.	
Fundamental Movement Skills					
These skills are assessed and planned according to children's strengths and target areas.					
	Key Vocabulary	Egg roll, pencil roll, teddy bear roll, balance, jump, large body parts, travel.	Deeper Learning	Children can show control in movements and link sequence together with control and fluidity.	
How might people express their devotion?					
Religious Education (Hindu Dharma)	Oak- Summer 1. What do Hindus believe about God?	- To know that Hindus believe in one God (Brahman) that takes on many forms. - To know the following Hindu deities and their roles. Shiva- The destroyer Vishnu- The preserver Brahma- The creator Lakshmi- Goddess of wealth, fortune and prosperity Durga- Goddess of protection, strength and motherhood. Saraswati- Goddess of education, creativity and music. - To know the act of worshipping Hindu gods and goddesses is called Puja.	- To talk about who is special to them and why - To discuss what makes them special. - To know Puja is usually performed every day and can take place either in the home or the Hindu temple, which is called a Mandir. - To discuss why worship is important to Hindus.	- To talk about qualities that make some people special - To know that Hindus believe in one God (Brahman) who can be worshipped in many forms - To know that these forms (the deities) have different qualities and are portrayed in different ways - To suggest why Hindus might believe that it is important to show devotion to the deities - To identify ways in which humans show their gratitude to the people who matter in their lives - To know that Hindus might worship at a Mandir and/or the home shrine - To suggest why worship in the home might be important - To describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)	Ash- Summer 2 Why is family an important part of Hindu life?
	Key Vocabulary	Hinduism, Hindus, deities, God, Puja, Mandir.	Deeper Learning	To understand how we show gratitude for things that really matter.	