



Coupe Green  
Primary School  
HOUGHTON

## 'Learning together, supporting each other'

| Learning together, supporting each other |                |                       |                                |            |                 |
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| Subject                                  | Prior Learning | Substantive Knowledge | Disciplinary Knowledge         | Objectives | Future Learning |
| English                                  |                |                       | Stories with familiar Settings |            |                 |

  

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| <b>YEAR GROUP:</b> Two (Elm Class) | <b>TERM:</b> Spring 2 | <b>Key Text:</b> | <b>Stories with familiar settings:</b><br>The Tale of the Flopsy Bunnies and other stories <i>by Beatrix Potter</i><br><b>Poems on a theme:</b><br>Animal Poems <i>by Jennifer Curry</i><br>Tiger Tiger Burning Bright! An animal Poem for every day of the year <i>by Fiona Waters</i><br>The Puffin Book of Amazing Animal Poems |  |  |
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|  | <ul style="list-style-type: none"> <li>- Stories with familiar settings</li> <li>- Stories with repetition</li> <li>- Classic Stories</li> <li>- Traditional Tales (Oak Class Y1)</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To recognise alternative sounds for graphemes.</li> <li>- To know what tone and intonation are.</li> <li>- To know what the main events of the story are.</li> <li>- To know what a prediction is.</li> <li>- To know what an inference is and to be able to name emotions characters can feel.</li> <li>- To understand what question words mean: who, what, where, when, why, how and the type of answer they require eg: a name, place, date.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To know what contractions are and why they need an apostrophe e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>- To know what subordinating conjunctions are <i>when, while, as, before, after.</i></li> <li>- To recognise past tense verbs.</li> <li>- To know what proof reading is and what to look for.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To use knowledge of alternative graphemes to blend when reading.</li> <li>- To understand how and when to use tone and intonation.</li> <li>- To sequence the main events in order.</li> <li>- To understand a range of strategies to work out what new vocabulary may mean.</li> <li>- To use evidence from the text to make predictions.</li> <li>- To discuss what they think a character is thinking or feeling.</li> <li>- To skim and scan to locate and retrieve answers to different question types.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To understand where apostrophes go in contracted words.</li> <li>- To use subordinating conjunctions to mark time.</li> <li>- To use commas to mark subordinate clauses.</li> <li>- Write about fictional events.</li> <li>- Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>- To use tone and intonation when reading aloud.</li> <li>- To sequence and discuss the main events in stories.</li> <li>- To discuss the meaning of key vocabulary within the context of a text.</li> <li>- To make predictions using evidence from the text.</li> <li>- To make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>- To demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>- Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after.</i></li> </ul> | <ul style="list-style-type: none"> <li>-Traditional Tales</li> <li>- Novel</li> <li>- Fantasy Stories</li> <li>- Romance (Ash Class Y3)</li> </ul> |
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|  |  |  |  | <ul style="list-style-type: none"><li>- Use past tense for narrative.</li><li>- Plan and discuss what to write about, e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>.</li><li>- Write about fictional events.</li><li>- Proofread to check for errors in spelling, grammar and punctuation.</li><li>- Read aloud their writing with intonation to make their meaning clear.</li></ul> |  |
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|                                | <p><b>Key Vocabulary</b></p>   | <p>Graphemes, tone, intonation, prediction, evidence, inference, apostrophes for contraction, past tense, subordinate clause, subordinating conjunction, comma</p>  | <p><b>Deeper Learning</b></p>   | <p>To use characters and events from different Beatrix Potter stories to inspire and twist to make a new tale.</p>  |   |
| <p><b>Poems on a Theme</b></p> |  |   |   |   |   |
|                                | <p>- Poems on a Theme<br/>- Traditional Rhyme<br/>(Oak Class Y1)</p> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To recognise alternative sounds for graphemes.</li> <li>- To know what that using tone and intonation creates expression.</li> <li>- To learn and recite a range of poems off by heart.</li> <li>- To know what repetitive language is.</li> <li>- To know what question words: who, what, where, when, why, how mean.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To know what the terms: statement; question; command; exclamation mean.</li> <li>- An adjective describes a noun.</li> <li>- To know what verbs are.</li> <li>- To know the structure of the poem.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To know when to speedy read and when to blend graphemes to read.</li> <li>- To use tone and intonation to create expression.</li> <li>- To identify and use repetitive language.</li> <li>- To explain what unfamiliar words may mean.</li> <li>- To know what kind of answers who, what, where, when, why, how questions require and to skim and scan to locate in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To identify sentences with different forms: statement; question; command; exclamation and to know when to use them.</li> <li>- To identify and use adjectives.</li> <li>- To identify and use verbs.</li> <li>- To follow the structure of the existing poem to write your own.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>- To read frequently encountered words quickly without overt sounding and blending.</li> <li>- To use tone and intonation when reading aloud.</li> <li>- To listen to a range of texts at a level beyond that at which they can read independently, including classic poetry.</li> <li>- To learn and recite a range of poems using appropriate intonation.</li> <li>- To recognise use of repetitive language within a text or poem.</li> <li>- To introduce and discuss key vocabulary within the context of a text.</li> <li>- To demonstrate understanding of texts by asking and answering</li> </ul> | <p>- I asked the boy who couldn't see (poetry)<br/>(Ash Class Y3)</p> |

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|                         |  |   |  | <p>questions related to who, what, where, when, why, how.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use sentences with different forms: statement; question; command; exclamation.</li> <li>- To select, generate and effectively use adjectives.</li> <li>- To select, generate and effectively use verbs.</li> <li>- To plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>- To write simple poems based on models.</li> <li>- To evaluate their writing with adults and peers.</li> <li>- To read aloud their writing with intonation to make the meaning clear.</li> </ul> |  |
|                         | <b>Key Vocabulary</b>                                      | Stanza, poem, repetition, rhyme, inference, prediction, evidence, grapheme, tone, intonation, adjectives, verbs, statement, questions, exclamations, command. | <b>Deeper Learning</b>                                       | Read a range of poems. Write a poem with own structure.  |  |
| <b>Maths</b>            | - Length and height<br>- Mass, capacity and temperature    | <b>Select the files to the right for more detailed guidance.</b>  |  |  Year 2 Length and height.pdf   |  Year 2 Mass capacity and temperature.pdf |
| <b>Science (Plants)</b> | <b>How do plants turn from seeds and bulbs to flowers?</b> |   |  |  |  |
|                         | Oak Class: Plants (Summer 1)                               | - To know and define the difference between a seed and a bulb. <i>(Some plants grow first from a seed, and then</i>   | -To observe and explore a variety of seeds and bulbs talking | - To describe how seeds and bulbs grow into plants.  | Yr3 Plants: What do plants need to survive?  |

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|                                   |  | <p><i>develop a bulb that helps them grow back year after year. A bulb lets the plant rest underground over the winter when it's too cold, then grow back later in the year).</i></p> <ul style="list-style-type: none"> <li>- To know how seeds and bulbs grow into plants (<i>when the conditions are right, the seeds soak up the water and swells and a tiny new plant bursts out of its shell</i>)</li> <li>- To know that plants need water, light and suitable temperature to grow and survive.</li> <li>- To know that plants grow in different parts of our world.</li> </ul> | <p>confidently about what they can see.</p> <ul style="list-style-type: none"> <li>- To explain germination and the life cycle of a seed/ bulb.</li> <li>- To ask simple questions about plants and bulbs that we could test.</li> <li>- To carry out an investigation to see what a plant needs to survive.</li> <li>- To use a map to explore where different plants grow.</li> </ul> | <ul style="list-style-type: none"> <li>- To describe what plants need to grow and stay healthy (water, light &amp; suitable temperature).</li> <li>- To describe what plants need to survive and link to where they grow in the world.</li> <li>- To ask simple scientific questions.</li> <li>- To use simple equipment to make observations.</li> <li>- To carry out simple tests.</li> </ul>   |   |
|                                   | <b>Key Vocabulary</b>  | - seeds - bulb - water - light - temperature - growth  | <b>Deeper Learning</b>  | To plan and carry out my own investigation, changing one variable. To observe what happens over time.   |   |
| <b>Geography (Our Local Area)</b> | <b>How is our local area different to the Lake District?</b>             |  |   |   |   |
|                                   | <p>-How is our local area different to China? (Elm Spring 1)</p>         | <ul style="list-style-type: none"> <li>- To know the Lake District is an area in Cumbria within the UK.</li> <li>- To know the Lake District's physical features include valleys, forests, mountains and lakes.</li> <li>- To know the Lake District is a National Park which means it is a protected area.</li> </ul>   | <ul style="list-style-type: none"> <li>- To identify the Lake District on a map.</li> <li>- To use compass, location and directional language to describe routes.</li> <li>- To compare and contrast Houghton and the Lakes on a map.</li> <li>- To compare the human and physical features between the Lakes, Houghton and China.</li> </ul>   | <ul style="list-style-type: none"> <li>- To locate the Lake District on a map.</li> <li>- To identify the physical features of the Lake District (valleys, forests, mountains and lakes)</li> <li>- To compare and contrast Houghton and the Lakes on a map.</li> <li>- To use compass directions, location and directional language to describe the route from Houghton and the Lakes.</li> <li>- To compare the human and physical features between the Lakes, Houghton and China.</li> </ul> | <ul style="list-style-type: none"> <li>- How does the landscape and living conditions change with hills and mountains? (Ash Cycle A)</li> </ul> |
| <b>Key Vocabulary</b>             | Valleys, mountains, forest, lake, National Park, near, far, left, right. |  | <b>Deeper Learning</b>  |   |   |

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| <b>Music<br/>(Listening and reviewing)</b> | <ul style="list-style-type: none"> <li>- Understand high and low pitch.</li> <li>- Understand how sounds are made - onomatopoeia.</li> </ul> <p>Oak Unit 2</p> | <ul style="list-style-type: none"> <li>- Know the names for: keyboard, bass, drums, guitars, saxophone, trumpet, vocals.</li> <li>- Know that different tempo, rhythm and pitch can make people feel an emotion.</li> <li>- Know what types of music would be played for different occasions.</li> <li>- Know that dimensions of music are affected by the pulse, rhythm, pitch and tempo.</li> </ul>  | <ul style="list-style-type: none"> <li>- Listen for sounds and instruments.</li> <li>- Identify names of instruments you hear.</li> <li>- Explore different occasions for when music is played.</li> <li>- Analyse how music and instruments are changed to create a mood.</li> <li>- Analyse simple dimensions of music (pulse, rhythm, pitch and tempo).</li> </ul> | <ul style="list-style-type: none"> <li>- To explore tuned and untuned instruments.</li> <li>- To identify the different names of instruments in a song.</li> <li>- To understand the dimensions of music.</li> <li>- To identify how music can make people feel.</li> <li>- To compare pieces of music from different occasions.</li> </ul> | <p>How does loud, quiet, slow and fast dimensions within music and different songs create different moods?</p> <p>Ash (Year 3) Unit 2</p>   |
|  | <b>Key Vocabulary</b>  | pulse, rhythm, pitch, tempo  |   | <b>Deeper Learning</b>  | -To compare and analyse the dimensions within music for a certain occasion.   |
| <b>Computing<br/>(Programming)</b>         | <p>Year 1:<br/>Spring 1:<br/>Programming</p>   | <ul style="list-style-type: none"> <li>- To know the directions ← ↑ → ↓ and turns 90° and 180°</li> <li>- To know that fd = forward, rt = right, lt = left and bk = back</li> <li>- An algorithm is a set of instructions used in computing.</li> <li>- Algorithms give robots and devices instructions for movement.</li> <li>- A variable is a way of storing information in a computer program.</li> <li>- Debugging is to find and correct errors (bugs) in a set of instructions for a computer (algorithm).</li> </ul> | <ul style="list-style-type: none"> <li>- Use the terms fd, rt, lt and bk to write a simple algorithm.</li> <li>- Change variables to adapt an algorithm.</li> <li>- Suggest what will happen when different algorithms are run.</li> <li>- Delete and change algorithms to get a different outcome.</li> </ul>  | <ul style="list-style-type: none"> <li>- To write a simple algorithm using fd, rt, lt, bk to make objects move.</li> <li>- To alter an algorithm using variables.</li> <li>- To check for errors in an algorithm.</li> <li>- To predict the outcome of an algorithm.</li> <li>- To be able to erase an algorithm.</li> </ul>                | <p>Ash Class:<br/>Summer 2 (Cycle A)<br/>Spring 2 (Cycle B)<br/>Programming</p>   |
|  | <b>Key Vocabulary</b>  | Algorithm, debugging, fd, lt, rt, bk, device, variable, bug,   |   | <b>Deeper Learning</b>  | <ul style="list-style-type: none"> <li>-Use distance and angle turns when controlling a physical on screen robot.</li> <li>- Write increasingly more complex algorithms and check for bugs (errors).</li> </ul> |
| <b>PSHE</b>                                |  |  |   |   |   |

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| <b>(Citizenship)</b>              | Year 1:<br>Citizenship:<br>Spring 2  | <ul style="list-style-type: none"> <li>- A rule is something that you are or aren't allowed to do.</li> <li>- An environment is a place where different things live or are.</li> <li>- We can look after the environment in lots of different ways including reduce/reuse/recycle, litter picking, looking after nature and wildlife, and walking or using a bike to travel.</li> <li>- A community is a group of people who have something in common.</li> <li>- A democracy means you are given a say in how things are run, and that a representative will put forward your ideas.</li> <li>- An opinion is something that a person thinks, and that everyone's opinion can be different.</li> </ul> | <ul style="list-style-type: none"> <li>- To write or discuss the class and school rules.</li> <li>- Explain how we take care of our school.</li> <li>- Identify different roles in the community and explain them.</li> <li>- Explore how the school council works by discussing with older children on the school council.</li> <li>- Create a speech to give an opinion.</li> </ul> | <ul style="list-style-type: none"> <li>- To understand the importance of rules.</li> <li>- To understand ways to look after the school environment.</li> <li>- To recognise the role people play in looking after the environment.</li> <li>-To begin to understand the roles people have in the community.</li> <li>- To begin to understand how democracy works in school.</li> <li>- To understand ways to share an opinion.</li> </ul> | Year 3/4:<br>Citizenship: Spring 2  |
|                                   | <b>Key Vocabulary</b>  | Election, environment, identity, job, opinion, rule, school council, volunteer, vote  |   | <b>Deeper Learning</b>   | Identify how democracy works in the school council.                           |
| <b>Physical Education</b>         | <b>Gymnastics: Jack and the Beanstalk</b>  |   |   |  |   |
|                                   | Y1 Gymnastics<br>Travelling with different shapes using apparatus.   | <ul style="list-style-type: none"> <li>- To know what a 2 footed jump is.</li> <li>- To know the difference between body shapes, straight, wide, tuck.</li> <li>- To understand the meaning of accuracy.</li> <li>- To know what an egg roll is.</li> <li>- To know what a sequence is.</li> </ul>  | <ul style="list-style-type: none"> <li>- To use body shapes for effect.</li> <li>- To use apparatus to travel accurately.</li> <li>- To use accuracy when rolling objects.</li> </ul>   | <ul style="list-style-type: none"> <li>- To be able to jump 2 feet to 2 feet with a straight shape.</li> <li>- To be able to throw overarm with some accuracy.</li> <li>- To be able to jump with a wide shape.</li> <li>- To be able to climb confidently.</li> <li>- To be able to perform an egg roll.</li> <li>- To be able to roll a ball at a target.</li> </ul>   | Y3 Gymnastics<br>To use apparatus to perform rolling actions.                 |
|                                   | <b>Key Vocabulary</b>  | jump, roll, wide shape, straight shape, tuck shape, egg roll, accuracy.   |   | <b>Deeper Learning</b>   | Can children select the most effective rolls and body shapes to tell a story? |
|                                   | <b>OAA: The Great Outdoors</b>   |   |   |  |   |
| EYFS: UW, exploring the world and | <ul style="list-style-type: none"> <li>- To know how to navigate safely.</li> <li>- To know how to use direction to find objects.</li> </ul> | <ul style="list-style-type: none"> <li>- To use communication skills to work as a team.</li> <li>- To use knowledge of surroundings to navigate.</li> </ul>   | <ul style="list-style-type: none"> <li>- To be able to take responsibility for self and others.</li> <li>- To be able to remember objects on a trail.</li> </ul>  | Year 4: Trust and Trails   |   |

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|   | their environment.  |   |  | - To be able to complete an adventurous journey.<br>- To be able to mark a control card correctly.   |   |
|   | <b>Key Vocabulary</b>   | navigate, object, control card  | <b>Deeper Learning</b>   | Can children record directions for the trail using N, W, S, E, NE, NW, SE, SW?   |   |
| <b>Religious Education (Islam: God)</b> | <b>Why do Muslims believe it is important to obey God?</b>                                |   |  |  |   |
|   | Oak (Spring 1)<br>How might beliefs about creation affect the way people treat the world? | - To know that Shahada is a declaration of faith.<br>- To understand the importance of rituals such as daily prayer, attending mosque and fasting each year during the month of Ramadan help Muslims to remember to make time for God.<br>- To know that wudhu is the ritual of washing before prayer which is compulsory.<br>- To know that when Muslims make time for prayer five times a day is an act of obedience. | - To discuss what/who we show commitment to. (cubs, scouts, gymnastics etc)<br>- To reflect on what really matters in their life, share similarities and differences with class. | - To understand what is meant by commitment and belonging.<br>- To know Shahada important aspect of Islamic life<br>- To identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis<br>- To describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat<br>- To suggest how making time for the five daily prayers is an act of submission.<br>- To suggest why Muslims believe that it is important to respect God<br>- To talk about why Muslims would want to show their gratitude to God | Ash (Summer 1)<br>Why do Muslims fast during Ramadan? |
|   | <b>Key Vocabulary</b>   | Muslims, Islam, commitment, belonging, Shahada, wudhu, prayer.  | <b>Deeper Learning</b>   | To be able to discuss why it is important to make time for people, activities and values that really matter to use. To discuss how if this does not happen how it may affect our relationships.  |   |