



Coupe Green  
Primary School  
HOUGHTON


## ‘Learning together, supporting each other’

<b>YEAR GROUP:</b> 2 (Elm Class)		<b>TERM:</b> Summer 1	<b>Key Text:</b>	Mudpuddle Farm <i>by Michael Morpurgo</i>	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
English	Animal Adventure Stories				
	- Traditional Tales (Yr1 Summer 1)	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To know alternative sounds for graphemes.</li> <li>- To know what syllables are</li> <li>- To identify and name feelings.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To identify and name subordinating conjunctions for time: when, while, as, before, after.</li> <li>- To identify subordinating conjunctions for reason: because, if, unless.</li> <li>- To identify and explain what adverbs are.</li> <li>- To identify and explain what adjectives are.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To recognise and blend alternative sounds for graphemes to read.</li> <li>- To identify syllables within words.</li> <li>- To sequence and discuss the main events in stories.</li> <li>- To use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>- To inferences about characters and events using evidence from the text.</li> <li>- To give opinions and support with reasons.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use subordination for time, e.g. <i>when, while, as, before, after</i>.</li> <li>- To use subordination for reason, e.g. <i>because, if, unless</i>.</li> <li>- Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To read accurately by blending and recognising alternative sounds for graphemes.</li> <li>- Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>- To sequence and discuss the main events in stories.</li> <li>- To introduce and discuss key vocabulary within the context of a text.</li> <li>- To use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>- To make inferences about characters and events using evidence from the text.</li> <li>- To give opinions and support with reasons e.g. Was</li> </ul>	<ul style="list-style-type: none"> <li>- Fables (Yr/4 Autumn 2 Cycle A)</li> <li>- Mystery / Adventure Stories (Yr4/5 Autumn 2 Cycle B)</li> </ul>

			<ul style="list-style-type: none"><li>- To select, generate and effectively use adjectives.</li><li>- To 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>- To use specific text type features to write for a range of audiences and purposes e.g. entertain.</li><li>- To write about fictional events.</li><li>- To evaluate their writing with adults and peers.</li><li>- To proofread to check for errors in spelling, grammar and punctuation.</li></ul>	Goldilocks a good or bad character?  <b>Writing</b> <ul style="list-style-type: none"><li>- To use subordination for time, e.g. <i>when</i>, <i>while</i>, <i>as</i>, <i>before</i>, <i>after</i>.</li><li>- To use subordination for reason, e.g. <i>because</i>, <i>if</i>, <i>unless</i>.</li><li>- To use the suffix –<i>ly</i> to turn adjectives into adverbs e.g. <i>slowly</i>, <i>gently</i>, <i>carefully</i>.</li><li>- To select, generate and effectively use adjectives.</li><li>- To 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>- To use specific text type features to write for a range of audiences and purposes e.g. entertain.</li><li>- To write about fictional events.</li><li>- To value their writing with adults and peers.</li><li>- To proofread to check for errors in spelling, grammar and punctuation.</li></ul>	
<b>Key Vocabulary</b>	Adjectives, adverbs, suffixes, morphology.		<b>Deeper Learning</b>	To apply suffix rules when spelling adverbs. To use commas to mark clauses in subordinating conjunction sentences.	
<b>Explanation texts</b>					
- Non-fiction booklet (Yr1 Spring 1)	<b>Reading</b> - To read, recognise and identify suffixes: <i>-ness, -ment, -ful, -ly.</i>	<b>Reading</b> - To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i>	<b>Reading</b> - To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i>		- Explanations (Yr3/4 Summer 2 Cycle A)

		<ul style="list-style-type: none"> <li>- To name organisational features e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>- To understand question words: <i>who, what, where, when, why, how</i>.</li> <li>- To know features of explanation texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To know that some adjectives turn into adverbs by adding –ly.</li> <li>- To identify simple and compound sentences.</li> <li>- To identify subordinating conjunctions for reason and time (because, when).</li> <li>- To know features of persuasion.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- To know rules when adding –ly suffix to adjectives to create adverbs.</li> <li>- To know rules when adding –ed and –ing suffixes to create the past and present tense.</li> <li>- To know rules when adding suffixes –ful, ment, -ness.</li> </ul>	<ul style="list-style-type: none"> <li>- To sound out unfamiliar words using phonic knowledge.</li> <li>- To read with fluency and confidence.</li> <li>- Listen to a range of texts at a level beyond that at which they can read independently including non-fiction.</li> <li>- To identify organisational features e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>- To discuss key vocabulary within the context of a text.</li> <li>- To ask and answer questions related to <i>who, what, where, when, why, how</i>.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use the suffix –ly to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> <li>- To say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>.</li> <li>- To identify and 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>.</li> <li>- To identify and 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>.</li> <li>- To plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- To listen to a range of texts at a level beyond that at which they can read independently including non-fiction.</li> <li>- To read a range of non-fiction texts including explanations.</li> <li>- 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>.</li> <li>- To discuss key vocabulary within the context of a text.</li> <li>- To check that texts make sense while reading and self-correct.</li> <li>- To skim and scan to demonstrate understanding of texts by answering: <i>who, what, where, when, why, how</i>.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use the suffix –ly to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> <li>- To say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation texts (Yr3/4 Spring 2 Cycle B)</li> </ul>
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			<ul style="list-style-type: none"> <li>- To use specific text type features to write for a range of audiences and purposes e.g. to explain.</li> <li>- To edit and improve their own writing in relation to audience and purpose.</li> <li>- To Proofread to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- To apply suffix rules correctly when writing (-ing, -ed, -er, -est, -ment, -less, -ful, -ly)</li> </ul>	<ul style="list-style-type: none"> <li>- To use subordination for reason e.g. <i>I put my coat on because it was raining.</i> <i>Because it was raining, I put on my coat.</i></li> <li>- To use subordination for time e.g. <i>When we had finished our writing, we went out to play.</i> <i>We went out to play when we had finished our writing.</i></li> <li>- To plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.</li> <li>- To use specific text type features to write for a range of audiences and purposes e.g. to explain.</li> <li>- To edit and improve their own writing in relation to audience and purpose.</li> <li>- To proofread to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- To spell and proof- read words containing suffixes (ing, -ed, -er, -est, -ment, -less, -ful, -ly).</li> </ul>	
	<b>Key Vocabulary</b>	Suffixes, adjectives, adverbs, subordination for time, subordination for reason.	<b>Deeper Learning</b>	<p>To use sentences with adverb starters.</p> <p>To use questions, exclamations, statements and commands to engage the reader.</p>	

Maths	<ul style="list-style-type: none"><li>- Geometry: Position and Direction</li><li>- Consolidation: Problem Solving - Efficient methods</li></ul>		Select the files to the right for more detailed guidance.	<div></div> <div>Year 2 Position and Direction.pdf</div>	
How do animals survive?					
Science (Animal including Humans)	<ul style="list-style-type: none"><li>- Identify and name a variety of common animals (Yr1)</li><li>- Know which common animals are carnivores, herbivores and omnivores and what these terms mean (Yr1)</li><li>- Label basic parts of the human body (Yr1)</li></ul>	<ul style="list-style-type: none"><li>- Animals need water, food and air to survive.</li><li>- Exercise and nutrition is important for humans to live a healthy life.</li><li>- Offspring grow into adults and looks similar to its parents.</li><li>- Hygiene is very important to stay healthy, and this includes washing hands after touching communal objects.</li><li>- When I exercise, my heart rate increases and I have to take deeper breaths.</li></ul>	<ul style="list-style-type: none"><li>- Ask simple scientific questions.</li><li>- Gather and record data to help answer questions.</li><li>- Describe the basic needs to animals, including humans, for survival.</li><li>- Describe the importance of exercise, diet and hygiene for humans.</li></ul>	<ul style="list-style-type: none"><li>- To explain the basic stages in a life cycle for animals, including humans.</li><li>- To describe what animals and humans need to survive.</li><li>- To describe why exercise, a balanced diet and good hygiene are important for humans.</li><li>- To explain that animals reproduce in different way.</li><li>- To ask simple scientific questions.</li></ul>	<ul style="list-style-type: none"><li>- Explain the importance of a nutritious, balanced diet (Yr3)</li><li>- Describe the skeletal system of a human (Yr3)</li><li>- Describe the purpose of a skeleton in humans and animals.</li></ul>
	Key Vocabulary	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)		Deeper Learning	What different needs do some animals have compared to others? (fish compared to humans etc). Does an animals offspring look like them?
Art (Printing)	<ul style="list-style-type: none"><li>- Investigate texture by making rubbings (Yr1)</li><li>- Print with a range of hard and soft materials (Yr1)</li><li>- Build repeating patterns (Yr1)</li></ul>	<ul style="list-style-type: none"><li>- Know there are different types of printing</li><li>- Know what contrast means.</li><li>- Identify contrasting colours.</li></ul>	<ul style="list-style-type: none"><li>- Make simple marks on printing blocks</li><li>- Extend repeating patterns</li><li>- Create simple printing blocks</li><li>- Work creatively with a range of media</li><li>- Suggest improvements to own and other’s work.</li></ul>	<ul style="list-style-type: none"><li>- To make simple marks on printing blocks i.e. cardboard/foam board.</li><li>- To create simple printing blocks with press print.</li><li>- To extend repeating patterns: overlapping, using two contrasting colours etc.</li><li>- To work creatively with a range of media on different scales.</li><li>- To review what they and others have done and discuss</li></ul>	<ul style="list-style-type: none"><li>- Explore mono-printing (Yr3)</li><li>- Explore colour mixing (Yr3)</li></ul>

				what they think and feel about it.	
	<b>Key Vocabulary</b>	Intaglio, relief, impression, contrast, tone charcoal,		<b>Deeper Learning</b>	Explain the difference between different print techniques and suggest when each style may be most appropriate.
<b>Music (Singing / Creating and Composing)</b>	<ul style="list-style-type: none"> <li>- Know songs, chants and rhymes (Yr1)</li> <li>- Know the difference between singing and speaking (Yr1)</li> <li>- Know what a musical pattern is (Yr1)</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to keep in time to the beat.</li> <li>- Understand different sounds our voices can make.</li> <li>- Know how to play tuned/un-tuned instruments (beat, hit, shake).</li> <li>- Know onomatopoeia of how instruments sound.</li> <li>- Understand the word 'tempo'</li> </ul>	<ul style="list-style-type: none"> <li>- Perform songs staying in time.</li> <li>- Use voice expressively</li> <li>- Represent sounds with symbols/onomatopoeia.</li> <li>- Create music that follows a steady beat</li> <li>- Create music of different tempos.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how to keep in time to the beat.</li> <li>- To understand different sounds our voices can make.</li> <li>- To perform songs staying in time, starting and finishing together e.g. clapping, stomping.</li> <li>- To use our voices expressively.</li> <li>- To create music that follows a steady beat, keeping in time.</li> <li>- To create music of different tempos.</li> <li>- To know how to play tuned/un-tuned instruments (beat, hit, shake).</li> </ul>	<ul style="list-style-type: none"> <li>- Show an awareness of musical expression when performing (Yr3)</li> <li>- Sing songs clearly and with some control of pitch (Yr3)</li> <li>- Create music which combines dynamics and tempo (Yr3)</li> </ul>
	<b>Key Vocabulary</b>	Steady beat, no beat, tempo (fast, moderate, slow, getting faster, getting slower), pulse.		<b>Deeper Learning</b>	Can children create music to represent a specific mood? How does the music change?
<b>PSHE (Economic Wellbeing)</b>	<ul style="list-style-type: none"> <li>- coins and notes have different values (Yr1)</li> <li>- different jobs in school (Yr1)</li> <li>- why banks are important (Yr1)</li> </ul>	<ul style="list-style-type: none"> <li>- know some of the ways in which adults get money.</li> <li>- know the difference between a 'want' and 'need'.</li> <li>- know some of the features to look at when selecting a bank account.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify whether something is a want or need.</li> <li>- Recognise that people make choices about how to spend money.</li> <li>- Explore the reasons why people choose certain jobs.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand where money comes from.</li> <li>- To begin to understand the difference between wants and needs.</li> <li>- To understand how saving can help us buy the things we want.</li> <li>- To understand that banks look after our money and the benefits of bank accounts.</li> <li>- To understand that skills and interests will help someone decide what job to do.</li> </ul>	<ul style="list-style-type: none"> <li>- What makes some good value for money (Yr3/4)</li> <li>- Budgeting (Yr3/4)</li> <li>- Money and emotions (Yr3/4)</li> <li>- Jobs and careers (Yr3/4)</li> </ul>

	Key Vocabulary	Coins, need, notes, priority, want		Deeper Learning	Create a savings plan for an item they may want.	
Physical Education (Tri Throlf)	- underarm / overarm throw (Yr1) - Fundamental movement skills (EYFS and Yr1)	- know the importance of finding a space in a game. - know the appropriate throw when aiming at a target.	- bouncing a ball with some control - bouncing a ball (whilst moving) with some control - throwing a ball at a target with accuracy - showing simple tactics in a game		- To demonstrate bouncing a ball with some control. - To demonstrate bouncing a ball with some control whilst moving. - To demonstrate throwing a ball at a target with some accuracy. - To use a simple tactic in a game. - To keep trying in a game even if things aren't working.	Invasion games: Netball (Yr3) - Net and wall games (Yr3)
	Key Vocabulary	Resilience, bounce, dribble, target, tactics		Deeper Learning	Use tactics to gain an advantage within a game. Bouncing a ball whilst moving at speed.	
What unites the Christian community?						
Religious Education (Christianity: Church)	- Identify symbols and items linked to Baptism (Yr1) - Belonging and sharing within Baptism and people's lives (Yr1)	- recognise symbols (images and actions) used in Christian worship. - identify and describe the features of a church. - know that the belief in one God and Jesus Christ unite the Christian community. - the cross is an important Christian symbol. - to know the difference between a sign and a symbol	- to talk about the school logo and how it might unite the school community - ask thoughtful questions about signs and symbols - to talk about communities they belong to and how they show commitment towards these.		- To suggest beliefs and values that might unite the Christian church. - To identify symbols used in Christian worship. - To identify and describe the features of a church. - To ask thoughtful questions about signs and symbols. - To talk about the school logo, what values it might represent and how it might unite the school community.	- What is the Holy Spirit? (Yr3/4) - Describe aspects of being human that we should be proud of. (Yr3/4) - Reflect on people that they value in their lives (Yr3/4)
	Key Vocabulary	Sign, symbol, community, worship, alter, lectern, pulpit, font, cross		Deeper Learning	Make links to symbols / logos used in other areas of life. Why are these important?	