



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Summer 1		Key Texts:	Animal adventure stories: A lion in Paris (Beatrice Alemagna)
				Enrichment Opportunities:	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Animal Adventure Stories					
English	- Traditional Tales (Yr1 Summer 1)	<p>Reading</p> <ul style="list-style-type: none"> - To know alternative sounds for graphemes. - To know what syllables are - To identify and name feelings. <p>Writing</p> <ul style="list-style-type: none"> - To identify and name subordinating conjunctions for time: when, while, as, before, after. - To identify subordinating conjunctions for reason: because, if, unless. - To identify and explain what adverbs are. - To identify and explain what adjectives are. 	<p>Reading</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>Writing</p> <ul style="list-style-type: none"> - To use subordination for time, e.g. <i>when, while, as, before, after</i>. - To use subordination for reason, e.g. <i>because, if, unless</i>. - Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 	<p>Reading</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. 	<ul style="list-style-type: none"> - Fables (Yr/4 Autumn 2 Cycle A) - Mystery / Adventure Stories (Yr4/5 Autumn 2 Cycle B)

- To select, generate and effectively use adjectives.
- 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. entertain.
- To write about fictional events.
- To evaluate their writing with adults and peers.
- To proofread to check for errors in spelling, grammar and punctuation.

- To give opinions and support with reasons e.g. Was Goldilocks a good or bad character?

Writing

- To use subordination for time, e.g. *when, while, as, before, after.*
- To use subordination for reason, e.g. *because, if, unless.*
- To use the suffix *-ly* to turn adjectives into adverbs e.g. *slowly, gently, carefully.*
- To select, generate and effectively use adjectives.
- 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. entertain.
- To write about fictional events.
- To evaluate their writing with adults and peers.
- To proofread to check for errors in spelling, grammar and punctuation.

Key Vocabulary

Adjectives, adverbs, suffixes, morphology.

Deeper Learning

To apply suffix rules when spelling adverbs.
To use commas to mark clauses in subordinating conjunction sentences.

Explanation Texts

	<p>- Non-fiction booklet (Yr1 Spring 1)</p>	<p>Reading</p> <ul style="list-style-type: none"> - To read, recognise and identify suffixes: <i>-ness, -ment, -ful, -ly.</i> - To name organisational features e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> - To understand question words: <i>who, what, where, when, why, how.</i> - To know features of explanation texts. <p>Writing</p> <ul style="list-style-type: none"> - To know that some adjectives turn into adverbs by adding <i>-ly.</i> - To identify simple and compound sentences. - To identify subordinating conjunctions for reason and time (because, when). - To know features of persuasion. <p>Spelling</p> <ul style="list-style-type: none"> - To know rules when adding <i>-ly</i> suffix to adjectives to create adverbs. - To know rules when adding <i>-ed</i> and <i>-ing</i> suffixes to create the past and present tense. - To know rules when adding suffixes <i>-ful, ment, -ness.</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 sound out unfamiliar words using phonic knowledge. - To read with fluency and confidence. - Listen to a range of texts at a level beyond that at which they can read independently including non-fiction. - To identify organisational features e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> - To discuss key vocabulary within the context of a text. - To ask and answer 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 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> - 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> 	<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 discuss key vocabulary within the context of a text. - To check that texts make sense while reading and self-correct. - To skim and scan to demonstrate understanding of texts by answering: <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 	<ul style="list-style-type: none"> - Explanations (Yr3/4 Summer 2 Cycle A) - Explanation texts (Yr3/4 Spring 2 Cycle B)
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			<ul style="list-style-type: none"> - 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 <p>Spelling</p> <ul style="list-style-type: none"> - To apply suffix rules correctly when writing (-ing, -ed, -er, -est, -ment, -less, -ful, -ly) 	<p>sentences using the joining words <i>and</i>, <i>but</i> and <i>or</i>.</p> <ul style="list-style-type: none"> - 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> - 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> - 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 <p>Spelling</p> <ul style="list-style-type: none"> - To spell and proof- read words containing suffixes (ing, -ed, -er, -est, -ment, -less, -ful, -ly). 		
	Key Vocabulary	Suffixes, adjectives, adverbs, subordination for time, subordination for reason.	Deeper Learning	To use sentences with adverb starters. To use questions, exclamations, statements and commands to engage the reader.		
Maths	-Length and height -Mass, capacity and temperature		Select the files to the right for more detailed guidance.			

	-Fractions				
Science	How do animals survive?				
	<ul style="list-style-type: none"> - Identify and name a variety of common animals (Yr1) - Know which common animals are carnivores, herbivores and omnivores and what these terms mean (Yr1) - Label basic parts of the human body (Yr1) 	<ul style="list-style-type: none"> - Animals need water, food and air to survive. - Exercise and nutrition is important for humans to live a healthy life. - Offspring grow into adults and looks similar to its parents. - Hygiene is very important to stay healthy, and this includes washing hands after touching communal objects. - When I exercise, my heart rate increases and I have to take deeper breaths. 	<ul style="list-style-type: none"> - Ask simple scientific questions. - Gather and record data to help answer questions. - Describe the basic needs to animals, including humans, for survival. - Describe the importance of exercise, diet and hygiene for humans. 	<ul style="list-style-type: none"> - To explain the basic stages in a life cycle for animals, including humans. - To describe what animals and humans need to survive. - To describe why exercise, a balanced diet and good hygiene are important for humans. - To explain that animals reproduce in different way. - To ask simple scientific questions. 	<ul style="list-style-type: none"> - Explain the importance of a nutritious, balanced diet (Yr3) - Describe the skeletal system of a human (Yr3) - Describe the purpose of a skeleton in humans and animals.
	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"> - Investigate texture by making rubbings (Yr1) - Print with a range of hard and soft materials (Yr1) 	<ul style="list-style-type: none"> - Know there are different types of printing - Know what contrast means. - Identify contrasting colours. 	<ul style="list-style-type: none"> - Make simple marks on printing blocks - Extend repeating patterns - Create simple printing blocks - Work creatively with a range of media - Suggest improvements to own and other's work. 	<ul style="list-style-type: none"> - To make simple marks on printing blocks i.e. cardboard/foam board. - To create simple printing blocks with press print. - To extend repeating patterns: overlapping, using two contrasting colours etc. 	<ul style="list-style-type: none"> - Explore mono-printing (Yr3) - Explore colour mixing (Yr3)

	- Build repeating patterns (Yr1)			- To work creatively with a range of media on different scales. - To review what they and others have done and discuss what they think and feel about it.	
	Key Vocabulary	Intaglio, relief, impression, contrast, tone charcoal,		Deeper Learning	Explain the difference between different print techniques and suggest when each style may be most appropriate.
Music (Creating and Composing)	Year 1: Creating and Composing - Understand long and short sound. - Know what a musical pattern is.	-Know how to apply prior knowledge in singing to keep in time with different songs and chants. -Know how to play songs and chants, such as Old Macdonald. -Know how to play tuned instruments (glockenspiel). -Know how to follow music by keeping in time with the beat. - Know onomatopoeia of how instruments sound. -Know how to use the glockenspiel to create different tempos.	- Perform songs staying in time-starting and finishing together. - Use voice expressively to sing, such as Old MacDonald. - Represent sounds with symbols/onomatopoeia. - Create music that follows a steady beat- keeping in time. - Experiment with the tempo of how the glockenspiels are played. - Create music of different tempos. - Describe the tempo of a piece of music (fast/moderate/slow)	- To perform songs and chants staying in time-starting and finishing together. - To explore how to play tuned instruments (glockenspiels). -To find the notation on the glockenspiels. - To understand how onomatopoeia is how instruments sound. -To create a piece of music that follows a steady beat. - To create a piece of music with different tempos.	Year 3: Creating and Composing - Be able to recognise control and rhythmic accuracy when instruments are being played. - Know the difference between tuned and untuned instruments.
	Key Vocabulary	Steady beat/no beat, tempo (fast/moderate/slow/getting faster/getting slower), pulse, onomatopoeia.		Deeper Learning	-To read simple notation for the glockenspiels.
PSHE (Economic Wellbeing)					

	<ul style="list-style-type: none"> - coins and notes have different values (Yr1) - different jobs in school (Yr1) - why banks are important (Yr1) 	<ul style="list-style-type: none"> - know some of the ways in which adults get money. - know the difference between a 'want' and 'need'. - know some of the features to look at when selecting a bank account. 	<ul style="list-style-type: none"> - Identify whether something is a want or need. - Recognise that people make choices about how to spend money. - Explore the reasons why people choose certain jobs. 	<ul style="list-style-type: none"> - To understand where money comes from. - To begin to understand the difference between wants and needs. - To understand how saving can help us buy the things we want. - To understand that banks look after our money and the benefits of bank accounts. - To understand that skills and interests will help someone decide what job to do. 	<ul style="list-style-type: none"> - What makes some good value for money (Yr3/4) - Budgeting (Yr3/4) - Money and emotions (Yr3/4) - Jobs and careers (Yr3/4)
	Key Vocabulary	Coins, need, notes, priority, want		Deeper Learning	Create a savings plan for an item they may want.
Physical Education	Games				
	<ul style="list-style-type: none"> - underarm / overarm throw (Yr1) - Fundamental movement skills (EYFS and Yr1) 	<ul style="list-style-type: none"> - know the importance of finding a space in a game. - know the appropriate throw when aiming at a target. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
Religious Education (Christianity: Church)	What unites the Christian community?				
	<ul style="list-style-type: none"> - Identify symbols and items linked to Baptism (Yr1) - Belonging and sharing within Baptism and 	<ul style="list-style-type: none"> -To know the symbols and actions used in Christian worship. -To identify and describe the features of a church. (cross, pew, pulpit, lectern, candle, stain glass winder, font, organ, altar) -To know that the belief in one God and Jesus Christ unite the Christian community. 	<ul style="list-style-type: none"> -To talk about communities, they belong to and how they show commitment towards these. -To ask thoughtful questions about signs and symbols. -To be able to discuss other signs we see in the world. 	<ul style="list-style-type: none"> -To talk about the school logo, what values it might represent and how it might unite the school community. -To suggest beliefs and values that might unite the Christian church. - To identify symbols used in Christian worship. -To discuss why some Christians think it is important to worship together. 	<ul style="list-style-type: none"> - What is the Holy Spirit? (Yr3/4) - Describe aspects of being human that we should be proud of. (Yr3/4)

	people's lives (Yr1)	-To know the cross is an important Christian symbol. -To know the difference between a sign and a symbol.		- To identify and describe the features of a church.	- 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?	