



Coupe Green  
Primary School  
HOUGHTON

## ‘Learning together, supporting each other’

<b>YEAR GROUP:</b> Two (Elm Class)		<b>TERM:</b> Summer 1		<b>Key Text:</b>	Six Animal Adventure Stories (Michael Morpurgo) - specifically Mossop’s Last Chance A selection of explanation texts linked to Farming
				<b>Enrichment Opportunities:</b>	Visit from a farmer
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<b>Animal Adventure Stories</b>					
<b>English</b>	<ul style="list-style-type: none"> <li>- Traditional Tales (Yr1 Summer 1)</li> </ul>	<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> </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, collecting new vocabulary, 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>	<ul style="list-style-type: none"> <li>- To give opinions and support with reasons e.g. Was Goldilocks a good or bad character?</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>- To use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, 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, collecting new vocabulary, 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>	
	<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>					

	<p>- Non-fiction booklet (Yr1 Spring 1)</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To read, recognise and identify suffixes: <i>-ness, -ment, -ful, -ly.</i></li> <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 <i>-ly.</i></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 <i>-ly</i> suffix to adjectives to create adverbs.</li> <li>- To know rules when adding <i>-ed</i> and <i>-ing</i> suffixes to create the past and present tense.</li> <li>- To know rules when adding suffixes <i>-ful, ment, -ness.</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i></li> <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 <i>-ly</i> 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> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i></li> <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 <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully.</i></li> <li>- To say, write and punctuate simple and compound</li> </ul>	<ul style="list-style-type: none"> <li>- Explanations (Yr3/4 Summer 2 Cycle A)</li> <li>- Explanation texts (Yr3/4 Spring 2 Cycle B)</li> </ul>
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- 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

**Spelling**

- To apply suffix rules correctly when writing (-ing, -ed, -er, -est, -ment, -less, -ful, -ly)

sentences using the joining words *and*, *but* and *or*.

- To use subordination for reason e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*
- To use subordination for time e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.*
- 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

**Spelling**



- 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.

<b>Maths</b>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Time</li> </ul>	<b>Select the files to the right for more detailed guidance.</b>	 Yr2 Fractions.pdf	 Yr2 Time.pdf	
<b>Science</b>	<b>How do animals survive?</b>				
	<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. - 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>
<b>Key Vocabulary</b>	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)	<b>Deeper Learning</b>	What different needs do some animals have compared to others? (fish compared to humans etc). Does an animals offspring look like them?		
<b>Art (Printing)</b>	<ul style="list-style-type: none"> <li>- Investigate texture by making rubbings (Yr1)</li> <li>- Print with a range of hard and soft</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> </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,</li> </ul>	<ul style="list-style-type: none"> <li>- Explore mono-printing (Yr3)</li> <li>- Explore colour mixing (Yr3)</li> </ul>

	materials (Yr1) - Build repeating patterns (Yr1)		- Suggest improvements to own and other's work.	using two contrasting colours etc. - 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.	
	<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 (Creating and Composing)</b>	<b>Year 1:</b> 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.
	<b>Key Vocabulary</b>	Steady beat/no beat, tempo (fast/moderate/slow/getting faster/getting slower), pulse, onomatopoeia.		<b>Deeper Learning</b>	-To read simple notation for the glockenspiels.
<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>
	<b>Key Vocabulary</b>	Coins, need, notes, priority, want		<b>Deeper Learning</b>	Create a savings plan for an item they may want.
<b>Physical Education</b>	<b>Games</b>				
	<ul style="list-style-type: none"> <li>- underarm / overarm throw (Yr1)</li> <li>- Fundamental movement skills (EYFS and Yr1)</li> </ul>	<ul style="list-style-type: none"> <li>- know the importance of finding a space in a game.</li> <li>- know the appropriate throw when aiming at a target.</li> </ul>	<ul style="list-style-type: none"> <li>- bouncing a ball with some control</li> <li>- bouncing a ball (whilst moving) with some control</li> <li>- throwing a ball at a target with accuracy</li> <li>- showing simple tactics in a game</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate bouncing a ball with some control.</li> <li>- To demonstrate bouncing a ball with some control whilst moving.</li> <li>- To demonstrate throwing a ball at a target with some accuracy.</li> <li>- To use a simple tactic in a game.</li> <li>- To keep trying in a game even if things aren't working.</li> </ul>	Invasion games: Netball (Yr3) - Net and wall games (Yr3)
	<b>Key Vocabulary</b>	Resilience, bounce, dribble, target, tactics		<b>Deeper Learning</b>	Use tactics to gain an advantage within a game. Bouncing a ball whilst moving at speed.
<b>Religious Education (Christianity: Church)</b>	<b>What unites the Christian community?</b>				
	<ul style="list-style-type: none"> <li>- Identify symbols and items linked to Baptism (Yr1)</li> <li>- Belonging and sharing within Baptism and</li> </ul>	<ul style="list-style-type: none"> <li>-To know the symbols and actions used in the used in Christian worship.</li> <li>-To identify and describe the features of a church. (cross, pew, pulpit, lectern, candle, stain glass winder, font, organ, altar)</li> <li>-To know that the belief in one God and Jesus Christ unite the Christian community.</li> </ul>	<ul style="list-style-type: none"> <li>-To talk about communities, they belong to and how they show commitment towards these.</li> <li>-To ask thoughtful questions about signs and symbols.</li> <li>-To be able to discuss other signs we see in the world.</li> </ul>	<ul style="list-style-type: none"> <li>-To talk about the school logo, what values it might represent and how it might unite the school community.</li> <li>-To suggest beliefs and values that might unite the Christian church.</li> <li>- To identify symbols used in Christian worship.</li> <li>-To discuss why some Christians think it is important to worship together.</li> </ul>	<ul style="list-style-type: none"> <li>- What is the Holy Spirit? (Yr3/4)</li> <li>- Describe aspects of being human that we should be proud of. (Yr3/4)</li> </ul>

	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)
	<b>Key Vocabulary</b>	Sign, symbol, community, worship, alter, lectern, pulpit, font, cross	<b>Deeper Learning</b>	Make links to symbols / logos used in other areas of life. Why are these important?	