Coupe Green Primary School

'Learning together, supporting each other'

YEAR GROUP: One (Oak Class)	**TERM: Autumn 2**		**Key Text:**	Lost in the toy museum.	
Subject	**Prior Learning**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Objectives**	**Future Learning**
English	**Toy from the Past (Non-Fiction)**				
	Reception – A Tiny Seed (Summer 2)	**Reading** - Know that non-fiction texts provide factual information. - Know that reports are organised using headings, subheadings and sections. - Know that timelines show events in chronological order. - Know that glossaries explain the meanings of important words. - Know that information can be retrieved from different parts of a text. - Know that toys and games have changed over time. **Writing** - Know that a non-fiction report provides factual information for the reader.	**Reading** - Identify headings, subheadings, timelines and glossaries in non-fiction texts. - Retrieve key facts and information from a text. - Read and sequence sections of a report into the correct order. - Recognise and explain unfamiliar vocabulary using clues from the text. - Answer questions about information they have read. - Discuss similarities and differences between toys from the past and present. - Identify how questions and interesting facts engage the reader.	**Reading** - To identify and understand the key features of a non-fiction report. - To read and retrieve information about toys and games from the past. - To recognise how headings, subheadings, timelines and glossaries organise information. - To explore and understand new vocabulary linked to historical toys and games. - To identify interesting facts and questions within non-fiction texts. - To discuss and compare information about toys from the past and present. **Writing** - To identify and use the key features of a n fiction report. - To write informative sentences using facts and descriptive vocabulary. - To create engaging headings and subheadings using alliteration and rhyme.	Y2 – non-chronological reports (Spring 1)

		- Know that reports include headings, subheadings, information and glossaries. - Know that adjectives describe nouns. - Know that conjunctions join ideas and help explain information. - Know that a simile compares two things using like or as. - Know that questions end with a question mark and exclamations can express strong feelings. - Know that writers plan, write, reread and edit their work to improve it. **Phonics** - To know what a consonant cluster is and where they appear within words. - To be able to accurately read ccvc and cvcc words. -To know the ay, ou, ie,, ea, oy, ir, ue,, aw, wh, ph, ew, oe, au, a_e, e_e, l_e, o_e and u_e graphemes.	**Writing** - Organise information using headings, subheadings, timelines and a glossary. - Use adjectives to describe features of toys. - Write questions using question marks to introduce interesting facts. - Use conjunctions such as because and but to explain and compare ideas. - Use similes to describe toys and make writing more interesting. - Plan and independently write a structured non-fiction report. - Reread and edit writing to improve spelling, punctuation and vocabulary. **Phonics** - To be able to accurately read ccvc and cvcc words. - To read the ay, ou, ie,, ea, oy, ir, ue,, aw, wh, ph, ew, oe, au, a_e, e_e, l_e, o_e and u_e graphemes in both real and non-sense words.	- To use questions, conjunctions and comparisons to develop information. - To use interesting vocabulary and languag techniques to engage the reader. - To plan, write and edit an independent no fiction report. **Phonics** - To read phase 2 and 3 tricky words and common exception words on sight. - To be able to decode accurately words containing phase 2 and 3 graphemes. - To be able to read and spot phase 4 cluste within words. - To be able to accurately blend phase 2, 3 a 4 graphemes together when reading -To be able to segment phase 2, 3 and 4 graphemes accurately when writing - To read and recognise the ay, ou, ie,, ea, oy ue,, aw, wh, ph, ew, oe, au, a_e, e_e, l_e, o_e u_e graphemes.	
	Key Vocabulary	non-fiction, report, heading, subheading, timeline, glossary, fact, information, adjective, conjunction, question.	**Enrichment opportunities**	Class Toy Museum	

	Author's Adventures: Short adventure story / Hammer the Grammar				
		Reading **-** Know that stories have characters, settings and events. - Know that narratives have a beginning, middle and ending. - Know that characters can have different feelings throughout a story. - Know that events happen in a particular order. - Know that story maps help us remember and retell stories. **Writing** - Know that stories have a beginning, middle and ending. - Know that a story can be changed by introducing new characters, settings or events. - Know that sentences begin with a capital letter and end with a full stop. - Know that finger spaces separate words in a sentence. - Know that adjectives help describe characters and settings. - Know that time words help organise events in a story.	**Reading** **-** Identify and describe the main characters and settings. - Answer who, what, where, when and why questions about the story. - Use clues from the story to explain how characters are feeling. - Sequence events using pictures and story maps. - Retell the story using time words such as first, next, then and finally. - Discuss favourite characters and events, giving simple reasons. - Use drama and role-play to explore characters' thoughts and feelings. **Writing** - Create a story map to organise ideas in the correct order. - Change characters, settings or events to create a new version of a familiar story. - Orally rehearse sentences before writing them. - Write simple sentences using capital letters, finger spaces and full stops. - Use adjectives to describe toys, characters and settings. - Use time words such as first, next, then and finally to sequence events.	**Reading** – To listen to and discuss the story of Toy Story. – To identify the main characters, settings and key events. – To answer questions about the story and make simple predictions. – To explore characters' feelings and actions. – To sequence and orally retell the main events of the story. – To recognise the key features of a simple narrative **Writing** – To create and use a story map to plan a simple narrative. – To develop ideas for a story by changing characters or settings. – To orally rehearse sentences before writing. – To write simple sentences using capital letters, finger spaces and full stops. – To use descriptive vocabulary to describe characters and settings.	

			- Reread sentences to check they make sense.	– To write a short narrative with a clear beginning, middle and ending.	
	Key Vocabulary	Character, setting, narrative, story map, adjective, sentence, sequence.	**Enrichment opportunities**		
Maths	- Addition and Subtraction (within 10) - Geometry (Shape)	**Select the files to the right for more detailed guidance.**	Y1 Autumn Block 2 SOL Addition and sub Y1 Autumn Block 3 SOL Shape.pdf **Addition and Subtraction** **Geometry (Shape)**		
Science (Animals: Sensitive Bodies)	**How do we use our bodies and senses to explore the world?**				
	-To use their senses to explore natural materials. -To be able to talk about what they can see, using a wide vocabulary.	-To know and name parts of the human body. -To name the body parts used for each sense. -To know that the senses are used in everyday life. -To know that the five senses are touch, taste, smell, sight, sound. -To know the role of the five senses. - To know that the human body is made up of different body parts.	-Draw and label human body parts. -Identify the body parts associated with each sense. -Compare and group body parts. -Record data in a table and recognise patterns. -Measure using non-standard units. - Use the senses to explore, compare and describe different objects, sounds, scents and foods. -Carry out simple investigations using our senses, record results and identify patterns.	- To name the parts of the human body. - To link the correct part of the human body to each sense. - To identify the body parts used for the sense of taste and touch. -To identify the body parts used for the sense of smell and sight. -To identify the body parts used for the sense of hearing. -To recognise how the senses are used in everyday life.	Y2- Life cycles and health
	Key Vocabulary	Compare, group, hearing, pattern, senses, sight, smell, taste, touch.	**Enrichment opportunities**	Sensory nature walk Food tasting experience	
Geography (Cold Climates: The Arctic)	**How is the Arctic different to the U.K?**				
	EYFS- Seasonal changes	- To know a physical feature in Geography is a natural feature such as mountains, rivers.	- To use maps to find cold places and explain why these are cold places in relation to	- To name and locate the equator on a globe and a map.	How is living in a hot climate different to the UK?

		- To know a human feature in Geography is something that has been built by people e.g. houses, roads. - To know the equator is an invisible line that goes around the middle of the Earth.	the equator, North and South pole. - To make comparisons between the Arctic and the UK. - To identify physical features of the Arctic: ocean, ice, glacier, iceberg. - To identify human features of the Arctic: Inuit villages, research stations, scientific equipment.	- To identify cold places in relation to the equator, North and South pole. - To identify physical and human features of the Arctic. - To compare the Arctic and the UK.	Africa: The Congo Rainforest.
	Key Vocabulary	Physical feature, human feature, equator, temperature, North Pole, South Pole, Arctic.	**Enrichment opportunities**	Create an Inuit village junk model.	
History (Toys)	**How are my toys different to the toys my grandparents played with?**				
	-To understand the past through settings, characters and events in books read in class and storytelling. - To know some similarities and differences between things in the past and now, drawing on their experiences. - To talk about the lives of people around them and their roles in society. - To begin to identify and recount some events of the past from	- To know what the past is. - To know what present is. - To know the dates of some important toys. - To know words to use for the passing of time. - To know what toys/ parents played with. - To know what toys we play with today. - To know what questions are and the words used to form them. - To observe sources carefully to find important information. - To know what sources are. - To be able to group toys by a specific category.	- To understand the difference between past and present. - To order objects chronologically. - To use phrases which show the passing of time eg before, after. - To handle sources and artefacts and make observations. - To ask questions about a source or artefact. - To handle and analyse sources to answer simple questions about the past. - To communicate understanding of the past through talking, writing and drawing.	- To recognise the distinction between past and present. - To place events and objects in order using phrases to show passing of time. - To use sources to answer simple questions about the past. - To ask questions to develop enquiry skills. - To sort objects and events into now / then or same / different. - To talk, write and draw about the past.	- To understand changes within living memory compared to the Victorians - To identify similarities and differences between their present and the past. - To ask and answer questions about the past through observing and handling a range of sources.

	sources e.g. pictures and stories.					
	Key Vocabulary	Past, present, young, days, months, years Time, today, yesterday, tomorrow, future, now, then, last week / month, last year, x years ago	**Enrichment opportunities**			
Music (Singing and Performance	(Reception) - To sing a range of well - To know nursery rhymes. - To sign a range of well-known songs. - To perform songs and rhymes.	- Know songs, chants and rhymes. - Know the difference between singing and speaking. - Know how to perform using un-tuned instruments. - Know how to make our voice loud and quiet. - Know performance techniques when performing for an audience.	- Understand how to sing without speaking. - Perform using un-tuned instruments. - Combine voices and movement in a performance. - Control vocal dynamics (loud/quiet), duration (long/short). - Show an awareness on how to create an engaging performance for an audience.	- To recognise a variety of rhymes, song and chants. - To understand the difference between singing and speaking. - To perform through singing and movement. - To identify different instruments to enhance a performance. - To perform using un-tuned instruments.	- To understand how to keep in time to the beat. - To understand different sounds our voices can make. - To perform songs staying in time-starting and finishing together.	
	Key Vocabulary	Pitch (high/low) Sounds (loud/quiet)	**Enrichment opportunities**	Perform a song to another class, parents or whole school.		
PSHE (Connecting with Others)	**How can I help myself and others feel happy and safe?**					
	Reception - Building Relationships: My Family and Friends	- To know that everyone is different and has their own special qualities. -To know that families can be different and show love in different ways. -To know that trusted adults help us feel safe and supported. -To know that good friends show respect and care for each other. -To know that our words and actions can affect how others feel.	- Describe what makes someone special and unique. -Explain how families show love and care for each other. - Identify trusted adults and ask for help when I need it. - Show friendship skills by sharing, taking turns and listening. -Recognise unkind behaviour and show kindness and respect to others.	– To recognise what makes me unique and special. – To understand how families show love and care. – To identify ways to feel safe and cared for. – To explain how to be a good friend. – To explore how to be kind even when you are upset or angry. – To explore kind and respectful behaviours.	Y2 - Connecting with others: How can I build safe, kind and caring relationships with others?	

	Key Vocabulary	Calm, care, fair, family, friends, kind, lonely, polite, safe, share, strengths, unfair, trusted adult.	**Enrichment opportunities**	A Kindness Tree in the classroom to showcase the acts of kindness in Oak Class.	
Physical Education (Gymnastics)	**Gymnastics: Unit 1**				
	Jump for a distance and land appropriately. Hop on both feet.	- Know what travelling is. - Know how the body can be used to travel in different ways. - Know how the body can be used to make different shapes. - Know how to jump with two feet and land safely. - Know what an egg roll is. - Know what a sequence is and how they can be created and changed.	- Use travel actions, bunny hop and frog jump. - Use body shapes to complete jumps. - Use balance to travel across apparatus. - Use travelling, rolling and jumping to create sequences.	- To demonstrate a travel and pencil roll. - To show a jump 2 feet to 2 feet with a straight shape. - To be able to show a jump 2 feet to 2 feet with a tuck shape. - To show an egg roll. - To be able to show a jump 2 feet to 2 feet with a wide shape. - To apply skills of travelling, rolling, jumping into a sequence. - To be able to create a sequence apply different shapes and using apparatus.	- Demonstrate jumping actions with different shapes in the air. - To use hand and feet to travel. - To use an egg roll, pencil roll and teddy roll.
	Fundamental Movement Skills These skills are assessed and planned according to children's strengths and target areas.				
	Key Vocabulary	Travel, sequence, egg roll, jump, bunny hop, frog jump, apparatus.	**Enrichment opportunities**		
Religious Education (Christianity: Jesus)	**Why is Jesus special to Christians?**				
	EYFS- Autumn To discuss what an advent Calander is and why we use them on for the run up to Christmas.	- To understand that Jesus was the son of God. - To know that Jesus was born on Christmas day. - To know that the Wise men brought gold, frankincense and myrrh to celebrate Jesus' birth. - To know the nativity story tells us about the birth of Jesus.	- To discuss why babies are special to families. - To understand that people celebrate babies by bringing gifts and by having family and friends visit. - To share our own experiences of babies and how we can care for them.	- To identify our own beginnings and how they were welcomed into the family. - To consider why babies are special and why they need love and care. - To discuss the importance of looking after those who cannot help themselves. - To know a simple version of the nativity story and suggest reasons why Christians would say that Jesus is a special baby. - To talk about how different characters in the nativity story welcomed baby Jesus. - To discuss why Christmas is a special time for Christians. - To identify religious aspects of Christmas celebrations.	Year 2- Autumn 2 Why do Christians say that Jesus is the 'Light of the World'?
	Key Vocabulary	Christians, Jesus, nativity, special, God, Christmas.	**Enrichment opportunities**	- To act out the Nativity story.	

				- To email a believer and ask Christians how the Christmas story effects their lives.