





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: One (Oak Class)		TERM: Autumn 2		Key Text:	Lost in the toy museum.
				Enrichment Opportunities:	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Story: Repetition					
English	Autumn 1- Stories with a familiar setting,	Reading <ul style="list-style-type: none"> - To understand what a prediction is. - To understand what a setting of a story is. - To know what a title is and be able to locate it from a text. - To know a story has a beginning middle and end. - To identify and read adjectives within a text. 	Reading <ul style="list-style-type: none"> - To be able to discuss and relate to own experiences. - To identify the characters, settings and events within our story Tidy - To respond in role as a character and infer character feelings. - To re-tell a story orally. - To understand/know the features of a simple narrative text. - To be able to split two and three syllable words into the separate syllables to support blending for reading. Writing <ul style="list-style-type: none"> - To be able to hold a pencil using the tripod grip 	Reading <ul style="list-style-type: none"> -To make predictions based on what has been read so far. -To identify and discuss the main events in stories -To identify and discuss the main characters in stories. -To use patterns and repetition to support oral retelling. -To relate texts to own experiences. -To retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> -To make basic inferences about what is being said and done 	

		<ul style="list-style-type: none"> - To identify words containing suffixes. (est, and er) - To know a range of conjunctions <p>Writing</p> <ul style="list-style-type: none"> - To know what a question mark is. - To know what a sentence is. - To know what capital letters and full stops are. - To be able to match capital letters and lowercase letters. - To know when to use capital letters and full stops. - To know how to form letters correctly. <p>Phonics</p> <ul style="list-style-type: none"> - 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, 	<ul style="list-style-type: none"> - To orally compose every sentence before writing. - To re-read every sentence to check it makes sense. - To punctuate simple sentences with capital letters, full stops and question marks. - To use formulaic phrases to open and close texts. - To write simple sentences that can be read by themselves and others. - To separate words with finger spaces. - To punctuate simple sentences with capital letters and full stops. - To use capital letters for names of people, places and days of the week. <p>Phonics</p> <ul style="list-style-type: none"> - 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. 	<p>Writing</p> <ul style="list-style-type: none"> -To write their own short narrative which include <ul style="list-style-type: none"> - events in order - clear beginning, middle and end. - full stops and capital letters. - finger spaces. - exclamation marks. -To write words containing suffixes where no spelling change is needed to the root word. <p>Phonics</p> <ul style="list-style-type: none"> - 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 clusters within words. - To be able to accurately blend phase 2, 3 and 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, ir, ue,, aw, wh, ph, ew, oe, au, a_e, e_e, l_e, o_e and u_e graphemes. 	
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		au, a_e, e_e, l_e, o_e and u_e graphemes.			
	Key Vocabulary	Question mark, museum, old, past, toys, digraph, trigraph, split digraph, consonant.	Deeper Learning	To write sentences which contain so.	
Traditional Rhyme					
Autumn 1- Poems on a theme.	<p>Reading</p> <ul style="list-style-type: none"> - To know what a poem is. - To know poems may rhyme. - To know what a rhyming string is. <p>Writing</p> <ul style="list-style-type: none"> - To know what a sentence is. - To know what capital letters and full stops are. . To use our phonic knowledge to decode words. -To know the format of a traditional rhyme. 	<p>Reading</p> <ul style="list-style-type: none"> -To make personal reading choices and explain reasons for choices. <p>Writing</p> <ul style="list-style-type: none"> -To orally plan and rehearse ideas. -To write poems with simple structures. -To write plurals nouns by adding s. 	<p>Reading</p> <ul style="list-style-type: none"> -To listen to a range of poems. -To recognise and join in with language patterns and repetition. -To recite rhymes and poems by heart. -To use patterns and repetition to support oral retelling. -To introduce and discuss key vocabulary. -To listen to what others say. <p>Writing</p> <ul style="list-style-type: none"> -To orally plan and rehearse ideas. -To write poems with simple structures. -To write simple sentences that can be read by themselves and others. -To use capital letters for names of people. -To separate words with finger spaces. -To use their phonic knowledge when spelling any unfamiliar words. -To read aloud their writing to adults and peers. 	Elm- Spring 1 Riddles	
	Key Vocabulary	Poem, rhyme, repetition	Deeper Learning	To identify plural nouns and add es.	

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
What are the different human body parts and what are senses?					
Science (Animals including humans: Humans)	-To use their senses to explore natural materials. -To be able to talk about what they can see, using a wide vocabulary.	To know that the five senses are touch, taste, smell, sight, sound. To know the role of the five senses. To understand that each sense is linked to a particular body part. To know what the human body is. To know that the human body is made up of different body parts. To know that some body parts can't be seen.	To be able to name the five senses of taste, smell, touch, sight and sound. To use body maps and photographs to name and label body parts that can be seen. To link each sense to a body parts. E.g., sound and ears.	- To name the parts of the human body that I can see. - To link the correct part of the human body to each sense. - To name parts of the body that cannot be seen.	To describe why exercise, a balanced diet and good hygiene are important for humans
	Key Vocabulary	- leg - arm - head - elbow - ear - nose - back	Deeper Learning		
How is the Arctic different to the U.K?					
Geography (Cold Climates: The Arctic)	EYFS- Seasonal changes	-To know a physical feature in Geography is a natural feature such as mountains, rivers. -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.	-To use maps to find cold places and explain why these are cold places in relation to 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 name and locate the equator on a globe and a map. -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.	How is living in a hot climate different to the UK? Africa: The Congo Rainforest.
	Key Vocabulary	Physical feature, human feature, equator, temperature, North Pole, South Pole, Arctic.	Deeper Learning		
History (Toys)	How are my toys different to the toys my grandparents played with?				

	<ul style="list-style-type: none"> -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 sources e.g. pictures and stories. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
	<p>Key Vocabulary</p>	<p>Past, present, young, days, months, years Time, today, yesterday, tomorrow, future, now, then, last week / month, last year, x years ago</p>	<p>Deeper Learning</p>	<p>To explore reasons as to why toys and the amounts children have changed today.</p>	
<p>Music (Singing and Performance)</p>	<p>(Reception) -To sing a range of well known nursery rhymes. - To sign a range of well-known songs.</p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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). 	<ul style="list-style-type: none"> -To recognise a variety of rhymes, song and chants. -To understand the difference between singing and speaking. -To perform through singing and movement. 	<ul style="list-style-type: none"> - 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.

	- To perform songs and rhymes.	-Know performance techniques when performing for an audience.	- Show an awareness on how to create an engaging performance for an audience.	-To identify different instruments to enhance a performance. -To perform using un-tuned instruments.	
	Key Vocabulary	Pitch (high/low) Sounds (loud/quiet)	Deeper Learning	-To understand how to perform to an audience.	
Why are families and friendships important?					
PSHE (Family and Relationships)	Be able to build constructive and respectful relationships.	<ul style="list-style-type: none"> - Know that families look after us. - Know some words to describe how people are related (e.g. aunty, cousin, etc.) - Know that some information about me and my family is personal. - Understand some characteristics of a positive friendship. - Understand that friendships can have problems but that these can be overcome. - Stereotyping is when people think of things as being 'for boys' or 'for girls' only. 	<ul style="list-style-type: none"> - Explore how families are different to each other. - Explore how friendship problems can be overcome. - Explore friendly behaviours. - Recognise how other people show their feelings. - Identify ways we can care for others when they are sad. - Explore the ability to successfully work with different people. 	<ul style="list-style-type: none"> - To understand that families look after us. - To begin to understand the importance and characteristics of positive friendships. - To recognise how others show feelings and how to respond. - To begin to understand how friendships can make us feel. - To begin to understand that friendships can have problems but we can overcome them. - To begin to understand that being friendly to others makes them feel welcome and included. - To begin to understand what is meant by a stereotype. 	Families and Relationships: Yr2, Autumn 2
	Key Vocabulary	Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype		Deeper Learning	
Gymnastics: Unit 1					
Physical Education (Gymnastics)	Jump for a distance and land appropriately.	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Use travel actions, bunny hop and frog jump. -Use body shapes to complete jumps. 	<ul style="list-style-type: none"> -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. 	-Demonstrate jumping actions with different

	Hop on both feet.	-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 balance to travel across apparatus. -Use travelling, rolling and jumping to create sequences.	-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.	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.	Deeper Learning	Create a sequence that can be performed with control.	
Why is Jesus special to Christians?					
Religious Education (Christianity: Jesus)	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.	Deeper Learning	To relate ideas back to the Christian teaching of Jesus being a gift from God and an expression of God's love for humanity.	