



Coupe Green  
Primary School  
HOUGHTON

**'Learning together, supporting each other'**

<b>YEAR GROUP:</b> One (Oak Class)		<b>TERM:</b> Autumn 1		<b>Key Text:</b> Tidy by Emily Gravett	Local area walk
				<b>Enrichment Opportunities:</b>	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<b>Stories with a familiar setting</b>					
<b>English</b>	Early Learning Goal- Writing  Write simple phrases and sentences that can be read by others.	<b>Reading</b> - 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. - To identify words containing suffixes. (ing) - To know a range of conjunctions  <b>Writing</b> - To know what a sentence is. - To know what capital letters and full stops are.	<b>Reading</b> - 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.  <b>Writing</b>	<b>Reading</b> - To be able to make a prediction about a text using clues from the text and images. - To be able to identify the setting of the story Tidy. - To read words containing the ing suffix. - To be able to identify the main characters within our story and infer how they are feeling throughout. - To be able to retell the story using role play, small world activities and orally.  <b>Writing</b> - To write our own short narrative which includes:	Autumn 2- Story writing which contains repetition.

		<ul style="list-style-type: none"> <li>- To be able to match capital letters and lowercase letters.</li> <li>- To know when to use capital letters and full stops.</li> <li>- To know how to form letters correctly.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- To know the ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure and er graphemes.</li> <li>- To know what a consonant cluster is and where they appear within words.</li> <li>- To be able to accurately read ccvc and cvcc words.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to hold a pencil using the tripod grip</li> <li>- To orally compose every sentence before writing.</li> <li>- To re-read every sentence to check it makes sense.</li> <li>- To punctuate simple sentences with capital letters and full stops.</li> <li>- To use formulaic phrases to open and close texts.</li> <li>- To write simple sentences that can be read by themselves and others.</li> <li>- To separate words with finger spaces.</li> <li>- To punctuate simple sentences with capital letters and full stops.</li> <li>- To use capital letters for names of people, places and days of the week.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- To read the ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure and er graphemes in both real and non-sense words.</li> </ul>	<ul style="list-style-type: none"> <li>- events in order</li> <li>- clear beginning, middle and end.</li> <li>- full stops and capital letters.</li> <li>- finger spaces.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- To read phase 2 and 3 tricky words and common exception words on sight.</li> <li>- To be able to decode accurately words containing phase 2 and 3 graphemes.</li> <li>- To be able to read and spot phase 4 clusters within words.</li> <li>- To be able to accurately blend phase 2, 3 and 4 graphemes together when reading.</li> <li>- To be able to segment phase 2, 3 and 4 graphemes accurately when writing.</li> </ul>	
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			- To be able to accurately read ccvc and cvcc words.		
	<b>Key Vocabulary</b>	Forest, badger, grapheme, cluster, blend, digraph, trigraph.	<b>Deeper Learning</b>	To be able to use because to extend our sentences.	
<b>Poems on a Theme</b>					
Early Learning Goal- Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<b>Reading</b> - To know what a poem is. - To know poems may rhyme. - To know what a senses poem is. - To know what our 5 senses are.  <b>Writing</b> - To know what a sentence is. - To know what capital letters and full stops are. - To know what an exclamation mark is. . To use our phonic knowledge to decode words.	<b>Reading</b> - To listen to a range of poems at a level beyond at which they can read independently. - To recognise and join in with language patterns and repetition. - To use patterns and repetition to support oral retelling. - To recite rhymes and poems by heart. - To give opinions and support with reasons. - To read poetry using decoding skills. -To identify vocabulary used within a poem.  <b>Writing</b>	<b>Reading</b> - To understand what a poem is. - To be able to identify the key features of a senses poem about autumn. - To be able to discuss our own likes and dislikes. - To use our phonic knowledge to decode unfamiliar words.  <b>Writing</b> - To be able to create their own poem based on a model, selecting key vocabulary and using our senses.	Autumn 2- Traditional rhyme	
	<b>Key Vocabulary</b>	Autumn, sight, hearing, touch, taste, feel, smell, poem.	<b>Deeper Learning</b>	To be able to use words ending in ing and s within our poem.	
<b>Maths</b>	- Place Value (within 10) - Addition and Subtraction (within 10)		Select the files to the right for more detailed guidance.	<a href="#">Yr1 Aut1 Place Value</a> <a href="#">Yr1 Aut1 Add and Subtract</a>	
<b>Science</b>	How does the weather change throughout the year?				

<b>(Seasonal Changes)</b>	<ul style="list-style-type: none"> <li>- To be able to offer explanations for why things might happen.</li> <li>- To be able to describe their immediate environment using knowledge from observation, discussion and non-fiction texts.</li> <li>-To explore the natural world around them.</li> <li>-To be able to make observations of the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the vocabulary 'season' and to know that there are four in the year.</li> <li>- To understand that weather is different in different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that the seasons change and to be able to talk about what we observe.</li> <li>- To know that there may be variations of weather in other countries.</li> <li>- To understand that some months are colder and some are warmer.</li> </ul>	<ul style="list-style-type: none"> <li>- To observe and comment on changes in the seasons.</li> <li>- To name the seasons and suggest the type of weather in each season.</li> <li>- To talk about weather variations in different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask simple scientific questions.</li> <li>- Living things and their habitats.</li> </ul>
	<b>Key Vocabulary</b>	Spring, summer, autumn, winter, sun	<b>Deeper Learning</b>	<ul style="list-style-type: none"> <li>- To understand that days are shorter in winter.</li> <li>- To know when the weather becomes warmer.</li> <li>- To know the difference between evergreen and - deciduous trees and when leaves fall off trees.</li> </ul>	
<b>Geography (Our Local Area)</b>	<b>What is life like in our local area?</b>				
	<ul style="list-style-type: none"> <li>- To be able to describe their immediate environment using observations and maps. (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>- To know the names of all four seasons.</li> <li>- To know the weather types for each season.</li> <li>- To know the changes that may occur within a season e.g. leaves falling off the trees, daffodils.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate key areas of our surrounding area on a map e.g. the park, our school.</li> <li>- To identify the different school buildings shown on a map.</li> <li>- To know the impact littering can have on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- To draw information from a simple map.</li> <li>- To identify seasonal weather.</li> <li>- To investigate the issue of littering whilst out in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate the local area on a variety of maps. (Y2)</li> <li>- To identify key physical and human characteristics of the local area and how these have changed over time. (Y2)</li> </ul>

	- To be able to recognise some environments are different to the one in which they live in. (EYFS)	- To explain why we need to look after our local area.		- To discuss the impact littering has on the environment.	- To identify daily weather patterns (Y2)
	<b>Key Vocabulary</b>	Sunshine, fog, rain, frost, ice, warm, cold, thunder, lightning, snow, litter, local area.	<b>Deeper Learning</b>	To create a poster about the local area which includes seasons and littering.	
<b>Art (Sculpture)</b>	- To explore different materials freely, to develop their ideas about how to use them and what to make (EYFS) - To join different materials and explore different textures (Reception)	- To know the basic safety of materials and tools. *No running with tools. *Tool to be returned once it is finished with, not left on table or on the ground. *Remember to walk slowly with scissors and hold the blade down. - To know how to roll materials using the palm of the hand. - To know how to knead materials using the palm and knuckles of hands. - To know how to join materials.	- To piece together different materials by joining and constructing. - To carry out basic safety when working with tools.	- To manipulate malleable materials by rolling, kneading for a purpose. - To understand the basic safety of materials and tools. - To experiment with constructing and joining with different materials.	- To manipulate malleable materials for purpose by rolling and kneading. (Year 2). - To be able to change the surface of a makeable material by adding texture. (Year 2)
	<b>Key Vocabulary</b>	Rolling, kneading, joining, safety	<b>Deeper Learning</b>	To be able to explain improvements for designs.	
<b>Computing (Basic Skills)</b>	- To begin to explore technology safely. - To know how to operate simple	- A file is a place to store information on a computer. - There are many different types of computing technology including laptops, iPads, tablets and mobile phones. - Computers and other devices can be used to find out information.	- Use a mouse or track pad to select items on a screen. - Find and press letters on a keyboard. - Type words to search for simple information.	- To open a file by following an adult's instructions. - To find and type using letters on a keyboard. - To perform a simple search to find information.	- Basic skills (Yr2 Autumn 1)

	computing equipment.	- A keyboard is used to type letters, word and numbers into a computer.				
	<b>Key Vocabulary</b>	File, device, laptop, iPad, tablet, mobile phone, computer, keyboard, mouse, track pad	<b>Deeper Learning</b>	- Children can open and save files with confidence		
	<b>How do I stay safe when using a computer?</b>					
<b>PSHE (Online Safety)</b>	- To know who looks after us and trusted adults that help keep us safe.  - To ask for help when we see something un-safe or we are unsure.	To know what a search engine is. To know what online and offline mean and the difference between them. To know what information is personal. To know what strangers are. To know what emails are. To know what the SMART rules are.	To understand why we need search engines and what they do. To understand how to use search engines safely. To explain how to stay safe when using the internet. To explain why personal information needs to be kept safe. To understand how to keep personal information safe. To know how to write and send an email. To know how to respond to emails safely and appropriately.	- To choose the correct Safe Search filter when using a search engine. - To make links between the online and offline world. - To recall all of the SMART rules for Internet safety. - To recognise which personal information they should keep safe from strangers. - To help to construct an email.	- To search for information on websites and search engines. - To identify websites suitable for their age. - To know what to do if a website makes them uncomfortable. - To know what to do if they think someone is being unkind to them online.	
	<b>Key Vocabulary</b>	Online, offline, personal information, safe, unsafe, emails, rules, SMART, search engines		<b>Deeper Learning</b>	To construct an email using a computer or digital device. To apply their knowledge of online safety to help others make safe choices.	
	<b>Fundamental Movement Skills: Lost and Found (Baseline Unit)</b>					
<b>Physical Education</b>	- Fundamental Movement Skills: Acorn	- A hop is a short jump on one foot. - An underarm throw is when a ball is thrown and the throwing hand stays below the elbow. - A skip is a little jump with one foot followed by a little jump with the other and this is repeated.	- Throw a ball underarm. - Hop on one foot for a short period of time. - Throw a ball overarm. - Skip over a short distance. - Catch balls of a range of sizes. - Run over a short and long distance.	- Demonstrate the FMS of underarm throwing and hopping. - Demonstrate the FMS of overarm throw and skipping. - Demonstrate the FMS of catching and bouncing a ball. - Demonstrate the FMS of running and jumping.	Fundamental Movement Skills (Year 2: Autumn 1)	

		<ul style="list-style-type: none"> <li>- A run is a way of moving really fast and you take lots of steps one after the other.</li> <li>- An overarm throw is when the throwing hand starts behind the head and moves the ball forward.</li> </ul>	<ul style="list-style-type: none"> <li>- Jump from one two feet to two feet.</li> <li>- Kick a ball using an appropriate technique.</li> <li>- Roll a ball along the ground.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the FMS of kicking and rolling a ball.</li> </ul>	
	<b>Key Vocabulary</b>	Hop, underarm throw, skip, run, overarm throw, catch, bounce, kick, roll.		<b>Deeper Learning</b>	Children show advanced movements skills and good gross motor abilities to complete all FMS with confidence.
	<b>Why do Christians say that God is the 'Father'?</b>				
<b>Religious Education (Christianity: God)</b>	Summer- EYFS - Explain that church is a special place to her because it is a place where she can be part of a Christian family and worship and talk (pray)to God.	<ul style="list-style-type: none"> <li>- To know that a family is a special group of people who love and care for each other.</li> <li>- To know that love is defined as 'Love is when you really care about someone or something.'</li> <li>- To know that emotions are how people feel.</li> <li>- To know that a Christian is a person who follows Christianity.</li> <li>- To know that Christians believe in one God.</li> <li>- To know that a prayer is a way to talk to God.</li> <li>- To know that Christians use candles, rosary beads, Christianity cross and statues.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand different families and discuss our own families.</li> <li>- To share how our families are different to our friends.</li> <li>- To discuss who we talk to when we are feeling sad/happy/worried etc.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss the importance of love within a family.</li> <li>- To reflect on their role within their own family.</li> <li>- To reflect on how they are cared for and supported by their family members.</li> <li>- To discuss who they can talk to when they are feeling sad/happy/worried etc.</li> <li>- To know that Christians refer to God as 'Father'.</li> <li>- To know how and why Christians might talk to God.</li> <li>- To be able to recognise some symbolic meanings of rituals and items used in Christian Prayer.</li> </ul>	Christianity (God)- Does how we treat the world matter?
	<b>Key Vocabulary</b>	Prayer, God, Christians, Christianity, love, family, religion		<b>Deeper Learning</b>	To think about their own role as a communicator – are they good both at talking and listening?