



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: One (Oak Class)		TERM: Summer 2		Key Text:	
		The Storm Whale – Benji Davis Okapi Loves His Zebra Pants – Terri Tachell			
Subject	Prior Learning	Disciplinary Knowledge	Substantive Knowledge	Objectives	Future Learning
English	Oak Spring 2- Story repetition.	<p>Reading</p> <ul style="list-style-type: none"> - To know how to make a prediction based on evidence on a front cover. - To know a story has a beginning middle and end. -To know how to make basic inferences about what is being said by characters in the story. -To know how to use repetition to aid story telling. <p>Writing</p> <ul style="list-style-type: none"> - To know what a simple sentence is. - To know what capital letters and full stops are and how to apply them. - To know when to use capital letters and full stops. 	<p>Reading</p> <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 ‘The Storm Whale’. - To respond in role as a character and infer different characters negative and positive feelings. - To re-tell a story orally. - To understand/know the features of a simple narrative text <p>Writing</p> <ul style="list-style-type: none"> - To punctuate simple sentences with capital letters and full stops. -To apply fronted adverbials, alliteration, prepositions and 	<p>Reading</p> <ul style="list-style-type: none"> -To make predictions based on a front cover. -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 parts of the story to own experiences. -To demonstrate their understanding of characters through role play. -To give opinions and support with reasons. -To make basic inferences about what is being said and done. <p>Writing</p>	Elm Spring 2: Stories with familiar settings

		<ul style="list-style-type: none"> - To know that a fronted adverbial is when, where, or how an event takes place. -To know that alliteration is where two or more words in a sentence start with the same consonant sound. -To know that an adverb describes a verb. -To know how to apply the conjunction 'and' effectively. <p>Phonics</p> <ul style="list-style-type: none"> - To read words containing phase 5 alternative graphemes. - To know the alternative /ow/ graphemes. - To know the alternative /oi/ graphemes. - To know the alternative /ar/ graphemes. - To know the alternative /oi/ graphemes. - To know the alternative /oor/ graphemes. - To know the alternative /ur/ graphemes. 	<p>adverbs to add detail to a sentence.</p> <ul style="list-style-type: none"> -To use onomatopoeia to represent the sound of the storm. -To apply the conjunction 'and' in sentences. - To say, and hold in memory whilst writing, simple sentences which makes sense. - To sequence events in order. - To orally compose every sentence before writing. - To reread every sentence to check it makes sense <p>Phonics</p> <ul style="list-style-type: none"> – To revise/re-teach tricky words and high frequency words previously taught. – To consolidate graphemes /ow/ ow (cow) ou (about) in both real and nonsense words. – To consolidate graphemes /oi/ oi (coin) oy (boy) in both real and nonsense words. – To consolidate graphemes ough (plough) in both real and nonsense words. 	<ul style="list-style-type: none"> -To write our own effective sentences for our story which includes: -To use capital letters for names and places. -To begin to apply fronted adverbials at the start of a sentence to show when something is happening. -To use emotive adjectives to describe feelings in the story. -To understand what alliteration is. -To use prepositions to describe where something is. -To use our senses to describe a setting in the story. -To understand that an adverb describes a verb. -To use the conjunction 'and' within sentences. -To collect onomatopoeia words for the storm. <p>Phonics</p> <ul style="list-style-type: none"> – To consolidate graphemes /ow/ ow (cow) ou (about) in both 	
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		<p>- To know the alternative /or/ graphemes.</p> <p>- To know the alternative /ough/ graphemes.</p> <p>-To know and identify split digraphs in a word.</p>	<ul style="list-style-type: none"> - To consolidate graphemes /ar/ ar (farm) a (father) al (half) in both real and nonsense words. - To consolidate graphemes oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough in both real and nonsense words. - To consolidate graphemes /or/ or (fork) aw (claw) au (Paul) in both real and nonsense words. - To consolidate graphemes /ur/ ur (fur) ir (girl) er (germ) in both real and nonsense words. - To consolidate split digraphs i_e, u_e,o_e,e_e and a_e in both real and nonsense words. 	<p>real and nonsense words.</p> <ul style="list-style-type: none"> - To consolidate graphemes /oi/ oi (coin) oy (boy) in both real and nonsense words. - To consolidate graphemes ough (plough) in both real and nonsense words. - To consolidate graphemes /ar/ ar (farm) a (father) al (half) in both real and nonsense words. - To consolidate graphemes oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough in both real and nonsense words. - To consolidate graphemes /or/ or (fork) aw (claw) au (Paul) in both real and nonsense words. - To consolidate graphemes /ur/ ur (fur) ir (girl) er (germ) in both 	
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				<p>real and nonsense words.</p> <ul style="list-style-type: none"> - To consolidate split digraphs i_e, u_e, o_e, e_e and a_e in both real and nonsense words. 	
	Key Vocabulary	Storm, Noi, whale, boat, seaside, fisher boat, raged, lonely, belonged, goodbye.	Deeper Learning	To use effective fronted adverbials in their sentences.	
Information Text on African Animals					
		<p>Reading</p> <ul style="list-style-type: none"> -To know facts about African animals from reading non-fiction texts. -To know how to identify titles, contents page and labelled diagram. -To know key vocabulary, linking meanings of new words to those already know. <p>Writing</p> <ul style="list-style-type: none"> -To know what a question is. -To know how to apply labels and diagrams for an information text. -To know how to full stops and capital letters consistently. -To know how to organise and plan ideas for non-fiction writing. 	<p>Reading</p> <ul style="list-style-type: none"> -Discuss key vocabulary, linking meanings of new words to those already know. -Locating parts of a text to find information for our information text. <p>Writing</p> <ul style="list-style-type: none"> -To organise my writing into paragraphs. -To use questions to engage the reader -Compose and sequence sentences to write short non-fiction texts, e.g. information texts. -Sequence ideas and events in non-fiction. -To write in different forms with simple text type features e.g. information texts. 	<p>Reading</p> <ul style="list-style-type: none"> -To recall specific information in non-fiction texts. -To locate parts of text that give information, e.g. titles, contents page and labelled diagram. -To discuss the title and how it relates to the book. <p>Writing</p> <ul style="list-style-type: none"> -To understand the use of questions in a non-fiction text. -To use the conjunction 'and' in sentences. -To be able to apply labels and diagrams. -To use full stops and capital letters consistently. -To use formulaic phrases to open and close texts. 	

	Key Vocabulary		Deeper Learning	-To use scientific vocabulary in their information text with labels and diagrams.	
Maths	-Place Value (Within 100) -Measurement (Money) -Measurement (Time) -Consolidation		Select the files to the right for more detailed guidance.	<u>Y1 Summer Term Scheme of Learning</u>	
Science (Animals including Humans: Animals)	What are the different types of animals that live in our world?				
	<ul style="list-style-type: none"> - Explore and observe the world around them (EYFS) - Make observational drawing of different animals from the world around them (EYFS) 	<ul style="list-style-type: none"> - Know the names of common animals including fish, reptiles, birds and mammals. - Know that carnivores eat meat, herbivores eat plants and omnivores eat both plants and meat. - To know the names of different parts of common animals (i.e. paw, scales, feathers etc). - To begin to classify animals according to given criteria. - Know that things can be sorted (classified) into living and non-living. 	<ul style="list-style-type: none"> - Ask simple scientific questions. - Identify and classify things. - Suggest what I have found out. 	<ul style="list-style-type: none"> - To identify and name a variety of common animals including fish, reptiles, birds and mammals. - To identify and name a variety of common animals that are carnivores, herbivores and omnivores. - To describe and compare the structure of a variety of common animals. - To begin to classify animals according to given criteria. - To sort living and non-living things. - To ask simple scientific questions. - To identify and classify things. 	<ul style="list-style-type: none"> - Animals including Humans (Yr2)
	Key Vocabulary	Fish, reptiles, birds, mammals, amphibians, herbivore, carnivore, omnivore, classify, beak, wing, tail, claw, scales, feathers, fur, hooves, paw.	Deeper Learning	Animal adaptations: Ask students to research and present on how different animals have adapted to their environments, such as the long necks of giraffes or the webbed feet of ducks. They can also create their own	

				imaginary animal and explain how it has adapted to survive in a specific environment.	
Geography (Hot Climates)	How is living in a hot climate different to the U.K?				
	<ul style="list-style-type: none"> - To be able to recognise some environments are different to the one in which they live in e.g. weather. (EYFS) - To explore the natural world around them e.g. seasons, local surroundings. (EYFS) 	<ul style="list-style-type: none"> - The Congo rainforest is found in central Africa and spreads across a number of countries. - The climate in the Congo rainforest is warm and humid. - The rainy season is from March to November and the dry season is from December to February. - Many animals live in the Congo rainforest including: chimpanzees, Mountain Gorillas, African Elephants and Bonobos. 	<ul style="list-style-type: none"> - Compare the climate in the Congo rainforest with the UK. - Identify simple human and physical features. - Use maps to find hot and cold places. - Point to the equator on a map as well as North and South Poles. 	<ul style="list-style-type: none"> - To locate hot and cold places in relation to the equator and North and South poles. - To know the difference between a human and physical feature. - To know the difference between a continent and country. 	<ul style="list-style-type: none"> - Name the 5 oceans (Yr2) - Identify similarities between the UK and a non-European country (Yr2).
	Key Vocabulary	Rainforest, hot, cold, equator, North Pole, South Pole, human feature, physical feature, country, continent, Congo rainforest, warm, humid, rainy season, dry season	Deeper Learning	Discuss how rainforest creatures are suited to their habitat. Investigate the impact of deforestation on animals and humans.	
Computing (Multimedia)	<ul style="list-style-type: none"> - Know that we can use computers to share information (EYFS) - To know how to operate simple equipment (EYFS). 	<ul style="list-style-type: none"> - Know that 'text' is words written on a screen. - Know that a digital image is a picture stored on a computer or electronic device. - Know that text and images can be used to share information. - Know that photos can be taken on lots of different devices (camera, digital camera, phone, tablet etc). 	<ul style="list-style-type: none"> - Type to create text linked to an image. - Take a photo using a digital device. - Record a sound file with support from an adult. 	<ul style="list-style-type: none"> - To know how to create text and images using technology. - To create text and images (with support). - To record sound files (with support). - To take photos using a range of devices. 	<ul style="list-style-type: none"> - Search for images to be inserted into a program (Yr2). - Type words to be added to a presentation (Yr2).
	Key Vocabulary	Text, digital image, record, sound files, photograph	Deeper Learning	- Record sound and take photos independently and with confidence.	
PSHE	How do we keep ourselves safe?				

(Safety and the Changing Body)	<ul style="list-style-type: none"> - Understand that it is okay to like different things (EYFS). - See themselves as a valuable individual (EYFS). 	<ul style="list-style-type: none"> - Know that some types of physical contact are never appropriate. - Know what to do if they get lost. - Know that a hazard is something which could cause an accident of injury. - Know that some things are unsafe to put inside our bodies and ask an adult if I am unsure. - Know an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. - Know that emergency services are the police, fire brigade and ambulance service. 	<ul style="list-style-type: none"> - Practise what to do if they get lost. - Identify hazards that may be found around the home. - Understand people's roles within the community that help keep us safe. - Learn what is and is not safe to put inside our bodies. - Practise making an emergency phone call. 	<ul style="list-style-type: none"> - Know a number of adults in school. - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Understand ways to keep safe and not get lost and know the steps to take if they do get lost. - Know the number for the emergency services and their own address. - Understand that some types of physical contact are never acceptable. - Know what can go into or onto the body and when they should check with an adult. - Understand that there are hazards in houses and know how to avoid them. - Understand and name jobs that people do to help keep us safe. 	<ul style="list-style-type: none"> - Understand the difference between secrets and surprises (Yr2) - Safe and unsafe touches (Yr2) - Road safety (Yr2) - Safety with medicine (Yr2)
	Key Vocabulary	Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust		Deeper Learning	<p>Why is it important to let an adult know where we are when we are out in public?</p> <p>Give children scenarios where they can advise a friend of how to keep themselves. Safe – applying knowledge to real life situations.</p>
Physical Education (Athletics: Honey Pot)	How can I use my body to move about a space?				
	<ul style="list-style-type: none"> - Fundamental Movement Skills (EYFS) 	<ul style="list-style-type: none"> - Know that hopping is jumping with one foot and landing on the same foot. - Know that we can use our arms and our legs to help us jump far. - Know that bending our knees when we land can help us stay in control and not fall over. - Know that when we roll a ball, it should touch the ground all the way. 	<ul style="list-style-type: none"> - Hop on both feet. - Run quickly and change direction on command. - Jump for distance and land whilst bending knees for control. - Roll a ball accurately towards a range of targets. - Use a mix of running and jumping skills to complete a course. 	<ul style="list-style-type: none"> - To show a hopping skill with rhythm. - To show running and changing direction quickly. - To demonstrate jumping as far as possible and landing safely with control. - To demonstrate rolling a ball with some accuracy. - To complete a running and jumping course. 	<ul style="list-style-type: none"> - Athletics: Colour Match (Yr2)

		- Know that we need to bend our knees and get low to the floor when rolling a ball.			
	Key Vocabulary	Hopping, rolling, running, change direction, underarm throw, landing, encouragement, posture, honesty, self-belief, co-operation.	Deeper Learning	- Can throw and roll a ball accurately with both hands.	
Religious Education (Christianity: Church)	How might some people show that they 'belong' to God?				
	- Christianity: God (Yr1 Autumn 1) - Christianity: Jesus (Yr1 Autumn 2)	- Know that there are different relationships within a family (e.g. brother/sister, father/daughter etc). - Know that Christians believe the Church community is like a family. - Know that Christians think of God as being 'like a father.' - Know the main features of an infant baptism (font, candle, godparents etc).	- Identify what makes a good family. - Identify similarities and differences between clubs/groups (Cubs, scouts, dance, etc) and families. - Understand the importance of families in raising children. - Identify how to make someone new feel welcome and like they 'belong.'	- To know that some Christians welcome babies into God's family (the Church) with baptism ceremonies. - To talk about what it might mean to belong to the Church family. - To identify the features of a baptism. - To talk about why parents might want to have their child baptised. - To talk about the role of families in raising children. - To talk about their own identity as part of a family and part of the school community.	- Christianity: God (Yr2 Autumn 1) - Christianity: Jesus (Yr2 Autumn 2) - Christianity: Church (Yr2 Summer 1)
	Key Vocabulary	Baptism, infant, font, candle, godparents, church, God, family, belong, ceremony, community.	Deeper Learning	- Identify similarities between school, families and clubs.	