





Coupe Green  
Primary School  
HOUGHTON

**‘Learning together, supporting each other’**

<b>YEAR GROUP:</b> One (Oak Class)		<b>TERM:</b> Spring 1		<b>Key Text:</b> Beginning History: The Great Fire of London Sammy the Street Dog	
				<b>Enrichment Opportunities:</b> Trip to Bring Yer Wellies Making model Tudor houses	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<b>Non-Fiction Booklet</b>					
<b>English</b>	EYFS- To know that information can be retrieved from books and computers.	<b>Reading</b> -To know what a non-fiction text is. -To be able to identify the key features of a non-fiction text. -To know what a fact is. -To know where to find the title and subtitles within a non-fiction text. -To know what a question mark is used for. -To be able to identify new vocabulary. <b>Writing</b> -To know what a sentence is. -To know what capital letters and full stops are. -To know what a question mark is. -To use our phonic knowledge to decode words.  <b>Phonics</b>	<b>Reading</b> -To know the differences between fiction and non-fiction texts. -To be able to discuss what we already know about The Great Fire of London. -To be able to read and recall facts about The Great Fire of London. - To be able to summarise key information into our own words. -To be able to ask questions to deepen our understanding of what is being read to them.  <b>Writing</b> -To write simple sentences that can be read by themselves and others. To punctuate simple sentences with capital letters and full stops. To use question marks. To re-read every sentence to check it makes sense.	<b>Reading</b> -To recall specific information in texts. -To be able to activate prior knowledge e.g. <i>what do you know about the Fire of London</i> -To listen to what others say. -To take turns. -To be able to explain clearly their understanding of what is read to them. -To be able read aloud books closely matched to their improving phonic knowledge. -To be able to introduce and discuss key vocabulary. -To be able to demonstrate understanding of texts by answering questions related to who, what, where, when and why.	Summer 2- Non-chronological reports.

		<p>- To know what a consonant cluster is and where they appear within words.</p> <p>- To be able to accurately read ccvc and cvcc words.</p> <p>-To know that the i, o, c, g, u, ow, ie, ea, er, ch, a, e, y and ou graphemes can make an alternative phoneme.</p>	<p>To use simple joining words to link ideas e.g. and etc. To write information texts with simple text type features. To discuss their writing with adults and peers. To read aloud their writing to adults and peers.</p> <p><b>Phonics</b></p> <p>- To be able to accurately read ccvc and cvcc words.</p> <p>-To read and recognise the i, o, c, g, u, ow, ie, ea, er, ch, a, e, y and ou alternative graphemes in both real and non-sense words.</p>	<p><b>Writing</b></p> <p>To be able to write their own information booklet based on a model which includes:</p> <ul style="list-style-type: none"> <li>- Question marks.</li> <li>- Simple sentences that can be read by themselves and others.</li> <li>- Features of an information text.</li> </ul> <p><b>Phonics</b></p> <p>- To read phase 2 and 3 tricky words and common exception words on sight.</p> <p>- To be able to decode accurately words containing phase 2 and 3 graphemes.</p> <p>- To be able to read and spot phase 4 clusters within words.</p> <p>- To be able to accurately blend phase 2, 3 and 4 graphemes together when reading.</p> <p>-To be able to segment phase 2, 3 and 4 graphemes accurately when writing.</p> <p>- To read and recognise the i, o, c, g, u, ow, ie, ea, er, ch, a, e, y and ou alternative graphemes.</p>	
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	<b>Key Vocabulary</b>	Fiction, non-fiction, fact, subheading	<b>Deeper Learning</b>	To be able to spell alternative phase 5 graphemes confidently and independently.	
<b>Diary Writing</b>					
EYFS- to begin to read words and simple sentences.	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To know what a diary is.</li> <li>-To be able to discuss key vocabulary within texts.</li> <li>-To know what a past tense verb is and why these are used within a diary.</li> <li>-To know what an exclamation mark is.</li> <li>-To know what a conjunction is.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To know what a exclamation mark is.</li> <li>-To know what a conjunction is.</li> <li>-To know what a sentence is.</li> <li>-To know what capital letters and full stops are.</li> <li>-To know what a question mark is.</li> <li>-To use our phonic knowledge to decode words.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To understand the importance of diary writing when learning about the past</li> <li>- To be able to read past tense verbs that end in ed.</li> <li>-To be able to recognise the key features of a diary</li> <li>-To be able to use our senses to describe our surroundings.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To write simple sentences that can be read by themselves and others.</li> <li>To punctuate simple sentences with capital letters and full stops.</li> <li>To use question marks.</li> <li>To re-read every sentence to check it makes sense.</li> <li>To use simple joining words to link ideas e.g. and etc.</li> <li>To write a diary entry with simple text type features.</li> <li>To discuss their writing with adults and peers.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To be able to read a range of diary entries linked to our phonic knowledge.</li> <li>-To discuss what is being read to them.</li> <li>-To be able to plan a diary entry in the role of Sammy the Street Dog.</li> </ul> <p><b>Writing</b></p> <p>To be able to write their own diary entry, in the role of Sammy the street dog, based on a model which includes:</p> <ul style="list-style-type: none"> <li>- Question marks.</li> <li>- Exclamation marks</li> <li>- Simple sentences that can be read by themselves and others.</li> <li>- Features of an information text.</li> <li>- Past tense verbs</li> </ul>	Year 3- diary writing- the journey of Illiona.	

			To read aloud their writing to adults and peers.		
	<b>Key Vocabulary</b>	Diary, Samuel Pepys, past tense, verb, exclamation mark	<b>Deeper Learning</b>	To be able to read, recognise and write irregular past tense verbs.	
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Place value (within 20)</li> <li>- Addition and Subtraction (within 20)</li> </ul>		<b>Select the files to the right for more detailed guidance.</b>	 Yr1 Place value within 20.pdf	 Yr1 Addition and subtraction within 20.1
<b>What is it about 17<sup>th</sup> Century London that may have helped cause the Great Fire of London?</b>					
<b>History (Great Fire of London)</b>	<ul style="list-style-type: none"> <li>- To begin to identify and recount some events of the past from sources e.g. pictures and stories.</li> <li>- To talk about the lives of people around them and their roles in society.</li> <li>- To participate in small group, class and 1:1 discussions, offering their own ideas and explanations for why things might happen.</li> </ul>	<ul style="list-style-type: none"> <li>- To know The Great fire of London started in Thomas Farriner’s Pudding Lane bakery in 1666.</li> <li>- To know that the fire spread quickly because of how closely together the houses were and the materials they were made from (wood/thatched roofs made of straw).</li> <li>- To know that because of the narrow streets, no equipment could be transported to help.</li> <li>- To know that the fire was eventually put out by the people refilling buckets of water from the Thames and throwing it on to the fire.</li> <li>- To know that Samuel Pepys kept a diary which gave clues to events.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain how features of 16<sup>th</sup> Century London caused the fire.</li> <li>- To explain how conditions of the season helped to spread the fire.</li> <li>- To explain how the fire was stopped.</li> <li>- To ask and answer questions about the past.</li> <li>- To use sources to investigate and find things out about the past.</li> <li>- To compare houses then and now.</li> <li>- To explore how houses and fire safety have improved.</li> <li>- To explain the lives of of significant people (Samuel Pepys).</li> </ul>	<ul style="list-style-type: none"> <li>- To place events in order using phrases to show passing of time.</li> <li>- To learn about events outside of living memory (The Great Fire of London).</li> <li>- To understand the lives of Samuel Pepys.</li> <li>- To ask questions to develop enquiry skills.</li> <li>- To identify some basic ways the past can be represented.</li> <li>- To talk, write and draw about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Victorians (Y2)</li> <li>- Seaside holidays then and now (Y2)</li> </ul>

		<ul style="list-style-type: none"> <li>- To know what a source is and how we know about the Great Fire of London.</li> <li>- To know the changes to housing that was implemented after the Great Fire such as, brick houses, narrow alleys forbidden and thicker walls.</li> </ul>				
	<b>Key Vocabulary</b>	Fire, Pudding Lane, Baker, bakery, Thomas Farriner, transport, Thames, Samuel Pepys, then, now, source, evidence.	<b>Deeper Learning</b>	Examine a wider range of sources. Compare and contrast different features of London then and now.		
<b>Geography (Maps)</b>	<b>How can maps help us learn about our local area, Hoghton?</b>					
	People, culture and communities.EYFS	<ul style="list-style-type: none"> <li>-To know Hoghton is located in the country of England.</li> <li>-To know England is in the continent of Europe.</li> <li>-To know a human feature has been built by people e.g. houses, shops.</li> <li>-To know a physical feature is anything that has been naturally grown or created by nature e.g. hills, oceans.</li> </ul>	<ul style="list-style-type: none"> <li>-To use atlases, world maps and globes to locate Europe and England.</li> <li>-To locate Hoghton on a smaller scale map.</li> <li>-To identify human and physical features of Hoghton on a range of images and maps including aerial photographs.</li> <li>-To recognise landmarks in Hoghton using maps.</li> <li>-To use maps on a local walk to direct our route.</li> <li>-To find human and physical features whilst on a local walk.</li> </ul>	<ul style="list-style-type: none"> <li>-To use atlases, world maps and globes to locate our continent and our country.</li> <li>-To locate Hoghton on a map.</li> <li>-To know the difference between a physical and human feature.</li> <li>-To identify physical and human features in our local area.</li> <li>-To use maps to direct a route.</li> </ul>	How is our local area different to... China? Lake District? Year 2	
	<b>Key Vocabulary</b>	Country, continent, Europe, farm, house, shop, physical feature, human feature, village.	<b>Deeper Learning</b>	Design their own map of the local area including human and physical features.		

<b>Art (Painting and Printing)</b>	EYFS- Printing Printing with hands, feet and fingers. -Rubbings to collect texture and patterns.  Painting -Explore colour mixing and paint using body parts	- Know red, yellow and blue are primary colours. - Know that a secondary colour is made by mixing two primary colours. - Know that texture is how something feeling, for example, smooth or soft. - Know rubbings are considered the oldest-form of print making and that you place a piece of paper over something then rub pencil, crayon or charcoal over it.	- To experiment with a range of colours and paint. - Use the classroom area and outside to observe different textures. - To make rubbings using different textures, for example, leaves and coins. - Investigate repeating patterns in real life including carpets, curtains, clothes and stain glass windows. - Investigate pattern in real life- peacocks, bee, bricks.	- To mix primary and secondary colours. - To investigate texture. - To investigate texture my making rubbings. - To build repeating patterns. - To recognise pattern in the environment.	Elm - Explore primary and secondary colours on a colour wheel. - Make simple marks on printing blocks and extend repeating patterns.
	<b>Key Vocabulary</b>	Primary, secondary, texture, rubbings, pattern		<b>Deeper Learning</b>	To create secondary colours for my repeated pattern.
<b>Computing (Online Safety)</b>	EYFS: - Know what to do if something on a screen upsets you. - Know that it is important to be kind when using technology.	- Personal information is any information that could be used to identify someone. - Personal information includes:- - first and last name - date of birth - home address - your photo - It is important to keep passwords private and not share them, even with friends. - We can communicate online through email, text messages, video calling or on online games. - Using technology can make it harder to do other things like homework or read.	- Know how to keep passwords safe and not share them with others. - Identify risks of communicating online with people I don't know very well. - Talk about the distractions technology can cause.	- To explain why it is important to keep passwords private. - To explain some of the risks of communicating online with others I don't know well. - To explain how using technology can distract me from other things.	Year 2: Autumn 1 - Safe online communication. - Keeping personal information private - Real-life and online friendships.
	<b>Key Vocabulary</b>	Technology, password, personal information, communicating, distract.		<b>Deeper Learning</b>	Children can suggest safe passwords. Children can suggest ways of managing distractions when using technology.

<b>Music (Songs and Chants)</b>	Acorn (Reception) - To perform songs and rhymes.	-To know that pitch is the rate at which vibrations are created. -To know that a high pitch sound is made by fast vibrations and have high frequencies. -To know that a low pitch sound is low-pitched sounds are made by slow vibrations and have low frequencies. - To know that the songs London's Burning is based on historical events. -To know that onomatopoeia is a word that sounds like what it means. -To know how to react to music with simple movements.	-Analyse how to use instruments to create high and low pitch sounds. -Explore low and high pitch through body percussion. - Use their voices expressively and creatively by singing songs and speaking chants and rhyme. -Link history to the music for London's Burning. -Identify what words sounds like what it means.	- To understand what high and low pitch is. - To understand how sounds are made - onomatopoeia. -To explore, choose and organise sounds through song and rhyme. -To explore sounds and organise musical ideas into a composition.	Elm (Year 2) - To play tuned/un-tuned instruments (beat, hit, shake). - To link onomatopoeia to how instruments sound.
	<b>Key Vocabulary</b>	Onomatopoeia, low pitch, high pitch.		<b>Deeper Learning</b>	-To sing in tune within the rhythm with confidence.
<b>PSHE (Health and Wellbeing)</b>	<b>Health and Wellbeing</b>				
	EYFS: -Identifying feelings (Aut.1) -Being a good friend (Sum.1) -Yoga and relaxation (Sum.2)	- Know how to wash my hands properly. - Learning how to deal with an allergic reaction. - We can limit the spread of germs by having good hand hygiene. - Our strengths are things we are good at. - Qualities describe what we are like. - Know the words to describe some positive and negative emotions.	- Know that certain foods and other things can cause allergic reactions in some people. - Explore two different methods of relaxation: progressive muscle relaxation and laughter. - Identify personal strengths and qualities. - Explore health-related jobs and people who help look after our health	- To recognise and celebrate their strengths and set simple but challenging goals. - To know how to relax in different ways. - To begin to understand how germs are spread and how we can stop them spreading. - To begin to understand allergies. - To understand that there are people in the local community who help to keep us healthy.	Year 2 (Spring 1): -Experiencing emotions - Relaxation and breathing - Steps to success
<b>Key Vocabulary</b>	Allergy, germs, ill (poorly), qualities, relax		<b>Deeper Learning</b>	-Identify ways to improve, including breaking goals down into small, easily recognisable steps to keep themselves motivated. - Know that allergens are not always obvious in foods and that potentially allergenic ingredients can be found in bold on food packaging.	

<b>Physical Education</b>	<b>Dance: Fire! Fire!</b>				
	To balance on small and large body parts.	-Know that you can travel in a variety of ways. -Know that balance requires stillness. -Know that dance can tell a story.	-Use movement to express feelings. -Use different ways of travelling to retell events. -Use movement and stillness to add effect/mood.	-To experiment with travelling dances, creating our own movements. - To learn and create ways of moving around obstacles. -To develop stillness and balance skills. -To tell a story through movement using expression and dynamics	- To link 4 contrasting travelling movements in the style of transport. - To create a sequence with a partner containing four dance elements.
	<b>Fundamental Movement Skills</b> These skills are assessed and planned according to children's strengths and target areas.				
	<b>Key Vocabulary</b>	Travel, balance, stillness, rhythm, obstacles, expression, dynamics	<b>Deeper Learning</b>	Can you use movement to express mood (fear, sadness)?	
<b>Religious Education (Islam)</b>	<b>How might beliefs about creation affect the way people treat the World?</b>				
	EYFS- Summer The story of Muhammad and the crying camel.  To know that Muhammad is teaching people to treat animals kindly because Allah's creations need to be handled with care.	-To know what the natural world is. - To know that a Khalifah is a caretaker. -To know that Muslims believe in one God. -To know that Allah was the creator of the universe. - To know that Muslims follow Islam. -To know that Islam is a religion.	-To know what is good and bad for the environment -To discuss thoughts about how we could care for the environment. - To share ideas about how Muslims care for the natural world.	-To talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it. -To know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet -To suggest how Muslims might show respect for God by caring for the natural world -To know that Muslims believe in one God (Allah) -To know that Muslims believe the world was created by God -To discuss why Muslims might value the natural world	Elm- Spring 2  <b>Islam</b> Why do Muslims believe it is important to obey God?
	<b>Key Vocabulary</b>	Islam, Muslim, environment, natural, world, caretaker, Khalifah	<b>Deeper Learning</b>	To write down a set of rules they think they should follow in order to make the environment better in their home/school/local community.	



