





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><br>Beginning History: The Great Fire of London<br>Sammy the Street Dog  |                                      |
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| 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><br>- To know what a non-fiction text is.<br>- To be able to identify the key features of a non-fiction text.<br>- To know what a fact is.<br>- To know where to find the title and subtitles within a non-fiction text.<br>- To know what a question mark is used for.<br>- To be able to identify new vocabulary.<br><b>Writing</b><br>- To know what a sentence is.<br>- To know what capital letters and full stops are.<br>- To know what a question mark is.<br>- To use our phonic knowledge to decode words.<br><br><b>Phonics</b> | <b>Reading</b><br>- To know the differences between fiction and non-fiction texts.<br>- To be able to discuss what we already know about The Great Fire of London.<br>- To be able to read and recall facts about The Great Fire of London.<br>- To be able to summarise key information into our own words.<br>- To be able to ask questions to deepen our understanding of what is being read to them.<br><br><b>Writing</b><br>- To write simple sentences that can be read by themselves and others.<br>- To punctuate simple sentences with capital letters and full stops.<br>- To use question marks.<br>- To re-read every sentence to check it makes sense. | <b>Reading</b><br>- To recall specific information in texts.<br>- To be able to activate prior knowledge e.g. <i>what do you know about the Fire of London</i><br>- To listen to what others say.<br>- To take turns.<br>- To be able to explain clearly their understanding of what is read to them.<br>- To be able read aloud books closely matched to their improving phonic knowledge.<br>- To be able to introduce and discuss key vocabulary.<br>- To be able to demonstrate understanding of texts by answering questions related to who, what, where, when and why.<br><br><b>Writing</b> | Summer 2- Non-chronological reports. |

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|  |                       | <ul style="list-style-type: none"> <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> <li>-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.</li> </ul> | <ul style="list-style-type: none"> <li>- To use simple joining words to link ideas e.g. and etc.</li> <li>- To write information texts with simple text type features.</li> <li>- To discuss their writing with adults and peers.</li> <li>- To read aloud their writing to adults and peers.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- To be able to accurately read ccvc and cvcc words.</li> <li>-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.</li> </ul> | <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> <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> <li>- To read and recognise the i, o, c, g, u, ow, ie, ea, er, ch, a, e, y and ou alternative graphemes.</li> </ul> |  |
|  | <b>Key Vocabulary</b> | Fiction, non-fiction, fact, subheading  | <b>Enrichment Opportunities</b>   | To be able to spell alternative phase 5 graphemes confidently and independently.  |  |

| Diary Writing                         |   |  |   |  |   |
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|                                       | 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 an 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> <li>- To read aloud their writing to 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> <ul style="list-style-type: none"> <li>- To be able to write their own diary entry, in the role of Sammy the street dog, based on a model which includes: <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> </li> </ul> | Year 3- diary writing- the journey of Illiona.  |
|                                       | <b>Key Vocabulary</b>   | Diary, Samuel Pepys, past tense, verb, exclamation mark  |   | <b>Enrichment Opportunities</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>  | <br>Yr1 Place value within 20.pdf   | <br>Yr1 Addition and subtraction within 20.1 |
| <b>History (Great Fire of London)</b> | <b>What is it about 17<sup>th</sup> Century London that may have helped cause the Great Fire of London?</b>                 |  |   |  |   |
|                                       | - To begin to identify and recount some   | - To know The Great fire of London started in Thomas Farriner's Pudding Lane bakery in 1666.   | - To explain how features of 16 <sup>th</sup> Century London caused the fire.   | - To place events in order using phrases to show passing of time.  | - Victorians (Y2)<br>- Seaside holidays then and now (Y2)   |

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|  | <p>events of the past from sources e.g. pictures and stories.</p> <ul style="list-style-type: none"> <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 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> <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> | <ul style="list-style-type: none"> <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 significant people (Samuel Pepys).</li> </ul> | <ul style="list-style-type: none"> <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> |  |
|  | <p><b>Key Vocabulary</b></p>   | <p>Fire, Pudding Lane, Baker, bakery, Thomas Farriner, transport, Thames, Samuel Pepys, then, now, source, evidence.</p>   | <p><b>Enrichment Opportunities</b></p>  | <p>Examine a wider range of sources. Compare and contrast different features of London then and now.</p>   |  |
| <p><b>Geography (Maps)</b></p>                   | <p><b>How can maps help us learn about our local area, Hoghton?</b></p>  |  |   |  |  |
| <p>People, culture and communities.<br/>EYFS</p> | <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> </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> </ul>   | <p>How is our local area different to... China? Lake District?<br/>Year 2</p>  |  |

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|                                    |  |   | <ul style="list-style-type: none"> <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 identify physical and human features in our local area.</li> <li>- To use maps to direct a route.</li> </ul>   |  |
|                                    | <b>Key Vocabulary</b>  | Country, continent, Europe, farm, house, shop, physical feature, human feature, village.  | <b>Enrichment Opportunities</b>   | Design their own map of the local area including human and physical features.  |  |
| <b>Art (Painting and Printing)</b> | <p>EYFS-<br/>Printing<br/>Printing with hands, feet and fingers.<br/>-Rubbings to collect texture and patterns.</p> <p>Painting<br/>-Explore colour mixing and paint using body parts</p>    | <ul style="list-style-type: none"> <li>- Know red, yellow and blue are primary colours.</li> <li>- Know that a secondary colour is made by mixing two primary colours.</li> <li>- Know that texture is how something feeling, for example, smooth or soft.</li> <li>- 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.</li> </ul>   | <ul style="list-style-type: none"> <li>- To experiment with a range of colours and paint.</li> <li>- Use the classroom area and outside to observe different textures.</li> <li>- To make rubbings using different textures, for example, leaves and coins.</li> <li>- Investigate repeating patterns in real life including carpets, curtains, clothes and stain glass windows.</li> <li>- Investigate pattern in real life- peacocks, bee, bricks.</li> </ul> | <ul style="list-style-type: none"> <li>- To mix primary and secondary colours.</li> <li>- To investigate texture.</li> <li>- To investigate texture my making rubbings.</li> <li>- To build repeating patterns.</li> <li>- To recognise pattern in the environment.</li> </ul>             | <p>Elm</p> <ul style="list-style-type: none"> <li>- Explore primary and secondary colours on a colour wheel.</li> <li>- Make simple marks on printing blocks and extend repeating patterns.</li> </ul> |
|                                    | <b>Key Vocabulary</b>  | Primary, secondary, texture, rubbings, pattern  | <b>Enrichment Opportunities</b>   | To create secondary colours for my repeated pattern.   |  |
| <b>Computing (Online Safety)</b>   | <p>EYFS:</p> <ul style="list-style-type: none"> <li>- Know what to do if something on a screen upsets you.</li> <li>- Know that it is important to be kind when using technology.</li> </ul> | <ul style="list-style-type: none"> <li>- Personal information is any information that could be used to identify someone.</li> <li>- Personal information includes:- <ul style="list-style-type: none"> <li>- first and last name</li> <li>- date of birth</li> <li>- home address</li> <li>- your photo</li> </ul> </li> <li>- It is important to keep passwords private and not share them, even with friends.</li> <li>- We can communicate online through email, text messages, video calling or on online games.</li> </ul> | <ul style="list-style-type: none"> <li>- Know how to keep passwords safe and not share them with others.</li> <li>- Identify risks of communicating online with people I don't know very well.</li> <li>- Talk about the distractions technology can cause.</li> </ul>  | <ul style="list-style-type: none"> <li>- To explain why it is important to keep passwords private.</li> <li>- To explain some of the risks of communicating online with others I don't know well.</li> <li>- To explain how using technology can distract me from other things.</li> </ul> | <p>Year 2: Autumn 1</p> <ul style="list-style-type: none"> <li>- Safe online communication.</li> <li>- Keeping personal information private</li> <li>- Real-life and online friendships.</li> </ul>    |

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|                                 |   | - Using technology can make it harder to do other things like homework or read.   |   |  |  |
|                                 | <b>Key Vocabulary</b>                               | Technology, password, personal information, communicating, distract.  | <b>Enrichment Opportunities</b>   | Children can suggest safe passwords.<br>Children can suggest ways of managing distractions when using technology.  |  |
| <b>Music (Songs and Chants)</b> | Acorn (Reception)<br>- To perform songs and rhymes. | <ul style="list-style-type: none"> <li>- To know that pitch is the rate at which vibrations are created.</li> <li>- To know that a high pitch sound is made by fast vibrations and have high frequencies.</li> <li>- To know that a low pitch sound is low-pitched sounds are made by slow vibrations and have low frequencies.</li> <li>- To know that the songs London's Burning is based on historical events.</li> <li>- To know that onomatopoeia is a word that sounds like what it means.</li> <li>- To know how to react to music with simple movements.</li> </ul> | <ul style="list-style-type: none"> <li>- Analyse how to use instruments to create high and low pitch sounds.</li> <li>- Explore low and high pitch through body percussion.</li> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhyme.</li> <li>- Link history to the music for London's Burning.</li> <li>- Identify what words sounds like what it means.</li> </ul> | <ul style="list-style-type: none"> <li>- To understand what high and low pitch is.</li> <li>- To understand how sounds are made - onomatopoeia.</li> <li>-To explore, choose and organise sounds through song and rhyme.</li> <li>-To explore sounds and organise musical ideas into a composition.</li> </ul> | <ul style="list-style-type: none"> <li>Elm (Year 2)</li> <li>- To play tuned/un-tuned instruments (beat, hit, shake).</li> <li>- To link onomatopoeia to how instruments sound.</li> </ul> |
|                                 | <b>Key Vocabulary</b>                               | Onomatopoeia, low pitch, high pitch.  | <b>Enrichment Opportunities</b>   | -To sing in tune within the rhythm with confidence.  |  |
| <b>PSHE</b>                     | <b>Health and Wellbeing</b>                         |   |   |  |  |

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| <b>(Health and Wellbeing)</b> | EYFS:<br>-Identifying feelings (Aut.1)<br>-Being a good friend (Sum.1)<br>-Yoga and relaxation (Sum.2)                          | - Know how to wash my hands properly.<br>- Learning how to deal with an allergic reaction.<br>- We can limit the spread of germs by having good hand hygiene.<br>- Our strengths are things we are good at.<br>- Qualities describe what we are like.<br>- Know the words to describe some positive and negative emotions. | - Know that certain foods and other things can cause allergic reactions in some people.<br>- Explore two different methods of relaxation: progressive muscle relaxation and laughter.<br>- Identify personal strengths and qualities.<br>- Explore health-related jobs and people who help look after our health | - To recognise and celebrate their strengths and set simple but challenging goals.<br>- To know how to relax in different ways.<br>- To begin to understand how germs are spread and how we can stop them spreading.<br>- To begin to understand allergies.<br>- To understand that there are people in the local community who help to keep us healthy. | Year 2 (Spring 1):<br>-Experiencing emotions<br>- Relaxation and breathing<br>- Steps to success   |
|                               | <b>Key Vocabulary</b>   | Allergy, germs, ill (poorly), qualities, relax   |  | <b>Enrichment Opportunities</b>  | - Identify ways to improve, including breaking goals down into small, easily recognisable steps to keep themselves motivated.<br>- 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.<br>-Know that balance requires stillness.<br>-Know that dance can tell a story.  | -Use movement to express feelings.<br>-Use different ways of travelling to retell events.<br>-Use movement and stillness to add effect/mood.   | -To experiment with travelling dances, creating our own movements.<br>- To learn and create ways of moving around obstacles.<br>-To develop stillness and balance skills.<br>-To tell a story through movement using expression and dynamics   | - To link 4 contrasting travelling movements in the style of transport.<br>- To create a sequence with a partner containing four dance elements.   |
|                               | <b>Fundamental Movement Skills</b><br>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>Enrichment Opportunities</b>  | Can you use movement to express mood (fear, sadness)?  |  |
| <b>Religious Education</b>    | <b>How might beliefs about creation affect the way people treat the World?</b>  |  |  |  |  |
|                               | EYFS- Summer<br>The story of  | -To know what the natural world is.<br>- To know that a Khalifah is a caretaker.   | -To know what is good and bad for the environment  | -To talk about their own experiences and feelings about the natural world and what   | Elm- Spring 2  |

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| <b>(Islam)</b> | <p>Muhammad and the crying camel.</p> <p>To know that Muhammad is teaching people to treat animals kindly because Allah's creations need to be handled with care.</p> | <ul style="list-style-type: none"> <li>-To know that Muslims believe in one God.</li> <li>-To know that Allah was the creator of the universe.</li> <li>- To know that Muslims follow Islam.</li> <li>-To know that Islam is a religion.</li> </ul> | <ul style="list-style-type: none"> <li>-To discuss thoughts about how we could care for the environment.</li> <li>- To share ideas about how Muslims care for the natural world.</li> </ul> | <p>they have noticed about the way that humans treat it.</p> <ul style="list-style-type: none"> <li>-To know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</li> <li>-To suggest how Muslims might show respect for God by caring for the natural world</li> <li>-To know that Muslims believe in one God (Allah)</li> <li>-To know that Muslims believe the world was created by God</li> <li>-To discuss why Muslims might value the natural world</li> </ul> | <p><b>Islam</b></p> <p>Why do Muslims believe it is important to obey God?</p> |
|                | <p><b>Key Vocabulary</b></p>  | <p>Islam, Muslim, environment, natural, world, caretaker, Khalifah</p>  | <p><b>Enrichment Opportunities</b></p>  | <p>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.</p>   |  |