






Coupe Green  
Primary School  
HOUGHTON

## 'Learning together, supporting each other'

<b>YEAR GROUP:</b> One (Oak Class)		<b>TERM:</b> Spring 2		<b>Key Text:</b>	The Smeds and the Smoos <i>by Julia Donaldson</i>
				<b>Enrichment Opportunities:</b>	Design and make model rockets
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Stories with a fantasy setting				
	Oak Spring 2-Story-repetition.	<b>Reading</b> <ul style="list-style-type: none"> <li>- To understand what a prediction is.</li> <li>- To know what a title is and be able to locate it from a text.</li> <li>- To know a story has a beginning middle and end.</li> <li>- To know the key features of a classic text. To identify and read adjectives within a text.</li> <li>- To identify words containing suffixes.</li> <li>- To know a range of conjunctions.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- To know what a sentence is.</li> <li>- To know what capital letters and full stops are.</li> <li>- To know what an exclamation mark is.</li> <li>- To know what a question mark is.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>- To make predictions based on what has been read so far.</li> <li>- Discuss the title and how it relates to the whole story.</li> <li>- Identify and discuss the main events in stories.</li> <li>- Identify and discuss the main characters in stories.</li> <li>- Read words containing <i>-ed and ing</i>.</li> <li>- Use patterns and repetition to support oral retelling.</li> <li>- Give opinions and support with reasons.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- To orally compose every sentence before writing.</li> <li>- To reread every sentence to check it makes sense.</li> <li>- To punctuate simple sentences with capital letters and full stops.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>- To read words containing the ed and ing suffixes.</li> <li>- To make predictions about a text using clues from the text and images to support our own ideas.</li> <li>- To sequence the story of Jack and the Beanstalk.</li> <li>- To discuss how Jack/ The Giant might feel at different points in the story.</li> <li>- To join in with reading the repeated phrases in the story.</li> <li>- To discuss what we like and dislike about the story.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>- To write own own short narrative which includes:</li> <li>- To place events in order – clear beginning, middle and end.</li> </ul>	ak Summer 1- additional tales.

		<b>Phonics</b> - To read words containing phase 5 alternative graphemes. - To know the alternative /ee/ graphemes. - To know the alternative /oo/ graphemes. - To know the alternative /ai/ graphemes. - To know the alternative /igh/ graphemes.	- To say, and hold in memory whilst writing, simple sentences which makes sense. -- To sequence events in order. - To identify and use exclamation marks. - To add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>pull – pulled</i> .  <b>Phonics</b> - To read and recognise the ee, ea, ie, y, ey e, and e_e graphemes in both real and non-sense words.  - To read and recognise the oo, ue, ew, u_e and ui graphemes in both real and non-sense words.  - To read and recognise the ai, ay, a_e, a, eigh and ea graphemes in both real and non-sense words.  - To read and recognise the igh, i, ie, y and i_e graphemes in both real and non-sense words.	ull stops and capital letters. inger spaces.  <b>Phonics</b> - To read the ee, ea, ie, y, ey e, and e_e graphemes in both real and non-sense words. - To read the oo, ue, ew, u_e and ui graphemes in both real and non-sense words. - To read the ai, ay, a_e, a, eigh and ea graphemes in both real and non-sense words. - To read the igh, i, ie, y and i_e graphemes in both real and non-sense words.	
	<b>Key Vocabulary</b>	Smeds, Smoos, rocket, flew, digraph, split digraph, grapheme, sound family.	<b>Deeper Learning</b>	-To be able to read and write words containing ed and ing using the correct spellings.	
<b>Recounts</b>					
EYFS To write short sentences in meaningful contexts.	<b>Reading</b> - To know what a capital letter is and when it is used. - To know what a personal pronoun is. - To know what a recount is. - To know a range of question words.	<b>Reading</b> -To check that texts make sense while reading and self-correcting -To read aloud texts using that are consistent with their developing phonic knowledge. -To be able to discuss key vocabulary. -To know the key features of a recount.	<b>Reading</b> -To be able to use a capital letter for the personal pronouns 'I'.  -To be able to talk about an event which they have attended.	Elm Autumn 1 Recount: Letters	

		<b>Writing</b> <ul style="list-style-type: none"><li>- To be able to read graphemes, HFW and tricky words already taught.</li><li>- To know capital letters are used at the start of names, days of the week and months etc.</li><li>- To know why recounts are written.</li></ul>	<b>Writing</b> <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 reread every sentence to check it makes sense.</li><li>-To use capital letter for the personal pronoun 'I'.</li><li>-To use capital letters for people, places and days of the week.</li><li>-To orally plan and rehearse ideas.</li><li>-To sequence ideas/events in order.</li><li>-To write in different forms with simple text features e.g. <i>recounts</i>.</li><li>-To read aloud their writing to adults and peers.</li></ul>	<ul style="list-style-type: none"><li>-To be able to read a range of recounts in line with their own phonic development.</li><li>-To be able to listen to others</li><li>-To be able to understand simple recounts.</li><li>-To be able to order events in sequence.</li><li>-To demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>-To be able to write a recount based on a model which includes:<ul style="list-style-type: none"><li>– a capital letter for the personal pronoun 'I'.</li><li>– capital letters for names and places and text features.</li><li>– features of a recount</li></ul></li></ul>		
	<b>Key Vocabulary</b>	Recount, question, who, what, when, why, where, how.	<b>Deeper Learning</b>	To be able write a recount using a range of sentence types, (statements, questions and exclamations)		
<b>Maths</b>	<ul style="list-style-type: none"><li>- Place value (within 50)</li><li>- Length and height</li><li>- Mass and Volume</li></ul>		<b>Select the files to the right for more detailed guidance.</b>	 Year 1 Place value within 50.pdf	 Year 1 Length and height.pdf	 Year 1 Mass and volume.pdf
<b>Science (Materials and their Properties)</b>	<b>What different materials can be used to create different objects?</b>					
	<ul style="list-style-type: none"><li>- To explore natural materials, indoors and outside.</li></ul>	<ul style="list-style-type: none"><li>- To know wood, plastic, glass, metal, water and rock are materials.</li><li>- To know that an object is made from a material.</li><li>- To know that each material has different properties.</li></ul>	<ul style="list-style-type: none"><li>- To investigate and explore different objects and name the materials they are made from.</li><li>- To sort and classify objects based on their materials.</li></ul>	<ul style="list-style-type: none"><li>- To distinguish between an object and the material it is made from.</li></ul>	Year 2 materials (Elm)	

	<ul style="list-style-type: none"><li>- To use their senses to explore natural materials.</li><li>- To be able to talk about what they can see, using a wide vocabulary.</li></ul>	<ul style="list-style-type: none"><li>- To know that a material can have more than one property.</li><li>- To know that some materials are more suited to different objects than others. E.g. glass for a window instead of paper.</li></ul>	<ul style="list-style-type: none"><li>- To talk confidently about the properties of everyday materials with their peers.</li><li>- To use the language soft, hard, waterproof, absorbent, light, heavy, opaque, bendy, stiff, rough, smooth and stretchy when talking about materials and their properties.</li></ul>	<ul style="list-style-type: none"><li>- To explain the materials that an object is made from.</li><li>- To name wood, plastic, glass, metal, water and rock.</li><li>- To describe the properties of everyday materials.</li><li>- To group objects based on the materials they are made from.</li><li>- To describe similarities and differences between materials.</li><li>- To carry out simple tests.</li></ul>	
	<b>Key Vocabulary</b>	glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth, wood, plastic, waterproof, absorbent, opaque, stiff, stretchy	<b>Deeper Learning</b>	To plan an investigation to test a material and its properties.	

<b>History (Justice and Equality)</b>	<b>How did Rosa Parks and Emily Davison change the world?</b>				
	People who help us (EYFS)	<ul style="list-style-type: none"><li>- To know that segregation meant that white and black people were kept separate.</li><li>- To know that it that it used to be the norm for white and black passengers to have different separate ways of life.</li><li>- To know that Rosa Parks refused to sit in the allocated section of the bus and when challenged refused to move to boycott the system.</li><li>- The bus boycott lasted 381 days.</li><li>- To know that Rosa Parks was arrested.</li></ul>	<ul style="list-style-type: none"><li>- To explain and discuss what segregation is.</li><li>- To explain what voting and rights are and why they are important.</li><li>- To explore how white and black/ men and women people were treated differently.</li><li>- To explain why the treatment of black people and women was unfair.</li><li>- To explain how the rights of women and black people have changed today.</li></ul>	<ul style="list-style-type: none"><li>- To understand the lives of Rosa Parks and Emily Davison.</li><li>- To distinguish between the past and present.</li><li>- To know why Rosa Parks and Emily Davison are significant.</li><li>- To use sources to answer simple questions about the past.</li><li>- To talk, write and draw about the past.</li></ul>	Christopher Columbus L S Lowry (Elm Class Y2)

		<ul style="list-style-type: none"> <li>- To know what the word “racism” means.</li> <li>- To know that Emily Davison joined the suffragettes and fought hard to change women’s rights.</li> </ul>			
	<b>Key Vocabulary</b>	Segregation, equal rights, justice, voting, suffragettes, unfair, significant.	<b>Deeper Learning</b>	To explore how there is still much more to be done to make lives of women and the black people even more fair today.	
<b>Design Technology- Structures (Model Robots)</b>	Early Years Foundation Stage- Expressive arts and design	<ul style="list-style-type: none"> <li>- Know materials such as cardboard, plastic, tin foil and wood.</li> <li>- Know cardboard is used for packaging, plastic for packaging/construction, tin foil for cooking and wood for furniture.</li> <li>- Know that strong foundations hold a structure steady.</li> </ul>	<ul style="list-style-type: none"> <li>- To talk about materials and explain their uses.</li> <li>- To research existing structures and explain what I like and don’t like about them.</li> <li>- To talk about my ideas with others and give reasons for my ideas.</li> <li>- To select the best material for my structure.</li> <li>- Use materials to create a stable structure.</li> </ul>	<ul style="list-style-type: none"> <li>- To know a range of materials and talk about what they are used for.</li> <li>- To explore existing products and talk about how they have been made.</li> <li>- To make a mock up to trial my ideas and talk about them with others.</li> <li>- To select from a wide range of materials.</li> <li>- To build a simple structure, making it stronger and more stable.</li> <li>- To know ways to make structures stronger and more stable.</li> </ul>	Elder-Structures- Air Raid Shelters
	<b>Key Vocabulary</b>	Materials, stable, cardboard, plastic, tin foil, wood, strengthen, tools	<b>Deeper Learning</b>	To learn a wider range of materials and their uses	
<b>Computing (Programming: Beebots)</b>	EYFS: Control a BeeBot by pressing buttons	<ul style="list-style-type: none"> <li>- A simulation is something that pretends to be or acts like something in the real word.</li> <li>- An algorithm is a set of actions or steps needed to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>- Write down (or talk about) a set of simple instructions to move a BeeBot or a human.</li> <li>- Explain what will happen when buttons on a BeeBot are pressed.</li> </ul>	<ul style="list-style-type: none"> <li>- To write a simple one entry algorithm using <math>\leftarrow</math> <math>\uparrow</math> <math>\rightarrow</math> <math>\downarrow</math> and turns to move (humans and devices).</li> </ul>	Yr2: Write simple algorithms, make predictions and check for errors.

		<ul style="list-style-type: none"><li>- To debug is to spot mistakes in a set of instructions.</li><li>- A BeeBot can be controlled (moved) using buttons.</li></ul>	<ul style="list-style-type: none"><li>- Find mistakes in simple instructions for a BeeBot.</li><li>- Use the BeeBot app and robots confidently.</li></ul>	<ul style="list-style-type: none"><li>- To describe what happens when you press buttons on a robot.</li><li>- To predict what will happen when buttons on a robot are pressed.</li><li>- To control and use simulations.</li><li>- To spot mistakes in a set of instructions (debug).</li><li>- To locate, open and close the Bee-Bot app.</li></ul>	
	<b>Key Vocabulary</b>	Simulation, pretend, algorithm, debug, BeeBot, control,	<b>Deeper Learning</b>	Children can generate longer algorithms to control the Beebot and explain what will happen when it is run.	
<b>PSHE (Citizenship)</b>	<b>Citizenship</b>				
	Understand the World  People Who Help Us	<ul style="list-style-type: none"><li>- A rule is something you are or are not allowed to do.</li><li>- Animals need food, water and a comfortable place to live, and need to be kept clean and given exercise to be well looked-after.</li><li>- Babies and young children need a lot of care and support from their grown-ups, including milk and food, to be kept clean and to be loved.</li><li>- Everybody is different in the way they look, act and feel.</li><li>- People can belong to more than one group.</li><li>- Democracy means you are given a say in how things are run.</li></ul>	<ul style="list-style-type: none"><li>- To write or discuss class and school rules.</li><li>- Explain the basic needs of animals.</li><li>- Explain the basic needs of babies and young children.</li><li>- Identify the similarities and differences between ourselves and others.</li><li>- Hold a vote to show how voting can help us decide in a fair way.</li></ul>	<ul style="list-style-type: none"><li>- To begin to understand the importance of rules.</li><li>- To understand that animals have different needs and how to care for them.</li><li>- To begin to understand the needs of babies and young children.</li><li>- To begin to recognise ways in which we are the same and different to other people.</li><li>- To understand the range of groups people belong to.</li><li>- To begin to understand how democracy works.</li></ul>	Year 2: Citizenship: Spring 2
	<b>Key Vocabulary</b>	-rules –needs -similarity –difference –group –democracy –care –fair -vote	<b>Deeper Learning</b>	To explore different opportunities for voting in school.	

Physical Education	Games: Kicking				
	EYFS: - To send a ball with increasing accuracy.	- Being physically active is good for you. - Objects can be moved with kicking force. - To intercept is to stop an ball (or any object) from arriving at the place it was meant to go. - Tactics are a plan to help you win a game.	- To kick objects with increased control. - To receive a kick with control. - To explore kicking a variety of objects. - To choose skills effectively for a game. - To intercept a ball.	- To explore different ways of kicking an object. - To be able to receive a ball with control. - To be able to intercept a ball. - To be able to choose skills effectively for a game.	Invasion Games – football Y5
	Key Vocabulary	kick, control, receive, accuracy, intercept, tactics.	Deeper Learning	Challenge: children to use different sized balls, can they control a smaller ball accurately? Can children explain why a certain tactic should be used during play?	
	Fundamental Movement Skills: Zog				
	EYFS: FMS	- To know how to run effectively. - To understand direction. - To know what an overarm throw is. - To know different ways to travel.	- To perform running skills whilst changing direction. - To use bent knees to land safely. - To use hand and feet to travel. - To use hopping to travel.	- To be able to run and change directions. - To be able to jump and land safely. - To be able to use an overarm throw. - To be able to travel on hands and feet, across apparatus. - To be able to hop.	Y2: FMS
	Key Vocabulary	direction, jump, hop, run, travel, apparatus, overarm throw.	Deeper Learning	Can children combine different ways to travel, creating a combination of movements.	
Religious Education (Judaism)	Why might some people put their trust in God?				
	EYFS: Introduction to different religions and religious stories.	- To know Judaism is a religion. - To know Jews follow Judaism. - To know that trust means depending on someone or something. - To know that trust is an important part of human life. - To know that Sukkot is a religious festival - To know that Sukkot is a time for the Jews to remember to be grateful to	- To discuss who we can trust in our lives and who we can reply on. - To discuss qualities of someone who can be trusted. - To discuss how we may celebrate in different ways.	- To be able to ask questions about trust. - To learn about the Jewish festival of Sukkot. - To know why Jews Celebrate Sukkot. - To be able to use phrases to recognise and name features of the religious traditions at Sukkot. - To talk about the way that religious beliefs might influence the way a	Elm (Summer 2): What aspects of life really matter?

		God for keeping his promise and providing them with all that they need.		person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) - To discuss key values displayed in in the festival of Sukkot.	
	<b>Key Vocabulary</b>	Jewish, Judaism, Sukkot, Sukkah, trust, festival.	<b>Deeper Learning</b>	Make comparisons between Judaism and other religions previously studied (Christianity,	