





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

| YEAR GROUP: One (Oak Class) | | TERM: Summer 1 | | Theme: In the Greenhouse | |
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| | | | | Key Text: Jack and the Beanstalk / The Enormous Turnip | |
| | | | | Enrichment Opportunities: Art gallery visit / Bring Yer Wellies / Pupil Art Gallery / Planting around school / Hindu temple visit | |
| Subject | Prior Learning | Knowledge | Skills | Objectives | Future Learning |
| Traditional Tales | | | | | |
| English | <p>- Traditional tales (Reception Summer 1)</p> | <p>Reading</p> <ul style="list-style-type: none"> - To understand what a prediction 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 know the key features of a classic text. - To identify and read adjectives within a text. - To identify words containing suffixes. - To know what a repeated phrase is. - To know a range of conjunctions. <p>Writing</p> <ul style="list-style-type: none"> - To know what a sentence is. - To know what capital letters and full stops are. - To know what an exclamation mark is. - To know what a question mark is. <p>Phonics</p> <ul style="list-style-type: none"> - To read words containing phase 5 alternative graphemes. - To know the alternative /igh/ graphemes. - To know the alternative /oa/ graphemes. | <p>Reading</p> <ul style="list-style-type: none"> - To make predictions based on what has been read so far. - Discuss the title and how it relates to the whole story. - Identify and discuss the main events in stories. - Identify and discuss the main characters in stories. - Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>. - Use patterns and repetition to support oral retelling. - Give opinions and support with reasons. <p>Writing</p> <ul style="list-style-type: none"> - To rally compose every sentence before writing. - To reread every sentence to check it makes sense. - To punctuate simple sentences with capital letters and full stops. | <p>Reading</p> <ul style="list-style-type: none"> - To read words containing the ‘est’, ‘ed’ and ‘er’ suffixes. - To make predictions about a text using clues from the text and images to support our own ideas. - To sequence the story of Jack and the Beanstalk. - To discuss how Jack/ The Giant might feel at different points in the story. - To join in with reading the repeated phrases in the story. - To discuss what we like and dislike about the story. <p>Writing</p> <ul style="list-style-type: none"> - To write own own short narrative which includes: <ul style="list-style-type: none"> - events in order – clear beginning, middle and end. - full stops and capital letters. - finger spaces. - exclamation marks. | <p>- Traditional tales with a Twist (Yr2 Autumn 2)</p> |

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| | | <ul style="list-style-type: none"> - To know the alternative /ow/ graphemes. - To know the alternative /oi/ graphemes. - To know the alternative /ar/ graphemes. - To know the alternative /u/ graphemes. - To know the alternative /or/ graphemes. - To know the alternative /ur/ graphemes. | <ul style="list-style-type: none"> - 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 no spelling change is needed to the root word, e.g. <i>pull – pulled</i>. <p>Phonics</p> <ul style="list-style-type: none"> - To be able to read words containing phase 5. - To read the igh, ie, i_e, y and l graphemes in both real and non-sense words. - To read the oa, ow, o_e, o, ol and oul graphemes in both real and non-sense words. - To read the ow, ou and ough graphemes in both real and non-sense words. - To read the oi and oy graphemes in both real and non-sense words. - To read the ar, a and al graphemes in both real and non-sense words. - To read the u, oo and oul graphemes in both real and non-sense words. - To read the or, aw, au, al, a, our, oar and augh graphemes in both real and non-sense words. - To read the ur, er, ir or and ear graphemes in both real and non-sense words. | <ul style="list-style-type: none"> - To write verbs with suffixes where no spelling change is needed to the root word. <p>Phonics</p> <ul style="list-style-type: none"> - To read the igh, ie, i_e, y and l graphemes in both real and non-sense words. - To read the oa, ow, o_e, o, ol and oul graphemes in both real and non-sense words. - To read the ow, ou and ough graphemes in both real and non-sense words. - To read the oi and oy graphemes in both real and non-sense words. - To read the ar, a and al graphemes in both real and non-sense words. - To read the u, oo and oul graphemes in both real and non-sense words. - To read the or, aw, au, al, a, our, oar and augh graphemes in both real and non-sense words. - To read the ur, er, ir or and ear graphemes in both real and non-sense words. | |
| | Key Vocabulary | Giant, beanstalk, Jack, castle, magic, climbed. | Deeper Learning | To read and write irregular verbs such as run → ran, ear → ate. | |
| Instructions | | | | | |

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| | <p>- Instructions (Reception: Spring 2)</p> | <p>Reading</p> <ul style="list-style-type: none"> - To understand what instructions are and why/when they are used. - To know the structure instructions take. - To highlight key features within instructions. - To know what bossy verbs are. <p>Writing</p> <ul style="list-style-type: none"> - To know what a sentence is. - To know what capital letters and full stops are. - To know what an exclamation mark is. - To know what a question mark is. - To use our phonic knowledge to decode words. | <p>Reading</p> <ul style="list-style-type: none"> - To listen to a range of instructions. - To recall specific information in texts. - To discuss key vocabulary. - To check that texts make sense while reading and self-correcting. - To listen to others and take turns. - To explain clearly their understanding of what is read to them. - To read aloud accurately texts that are consistent with their developing phonic knowledge. <p>Writing</p> <ul style="list-style-type: none"> - To write simple sentences that can be read by themselves and others. - To punctuate simple sentences with capital letters and full stops. - To reread every sentence to check it makes sense. - To orally plan and rehearse ideas. - To sequence ideas in order. - To write in different forms with simple text features e.g. instructions. - To read aloud their writing to adults and peers. | <p>Reading</p> <ul style="list-style-type: none"> - To listen to a set of instructions and be able to follow them accurately. - To know what instructions are and when we use them. - To understand what bossy verbs are and highlight them within a set of instructions. - To identify the key features of instructions. <p>Writing</p> <ul style="list-style-type: none"> - To write a set of instructions to make a fruit salad. - To use bossy verbs within our writing. | <p>- Instructions (Yr3/4)</p> |
| | <p>Key Vocabulary</p> | <p>Imperative verbs, bullet points, steps, instructions, equipment.</p> | <p>Deeper Learning</p> | <p>To use time conjunctions within our writing.</p> | |
| <p>Maths</p> | <p>- Number: Multiplication and Division - Number: Fractions</p> | | <p>Select the files to the right for more detailed guidance.</p> | <p> Year 1 Multiplication and Division.pdf</p> | <p> Year 1 Fractions.pdf</p> |
| <p>Science (Plants)</p> | <p>- Similarities and differences between living things. - Observed plants and how they change.</p> | <p>- There are many different types of plants, including trees, vines and grasses. - Plants are made up of lots of different parts (e.g. stem, leaves, roots, etc.) - Some trees lose their leaves in the winter months (deciduous) and others keep their leaves throughout the year (evergreen).</p> | <p>- Ask simple scientific questions - Identify and classify living things. - Use simple data to answer questions.</p> | <p>- To name a variety of common wild and garden plants (including deciduous and evergreen trees).</p> | <p>- Identify and name plants within a particular habitat (Yr2) - Observe and describe how seeds and bulbs</p> |

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| | | <ul style="list-style-type: none"> - Plants get their food from the sun. - Plants are living things. | | <ul style="list-style-type: none"> - To name the petals, stem, leaf and root of a plant. - To name the roots, trunk, branches and leaves of a tree. - To describe what plants need to grow. | grow into mature plants. (Yr2) |
| | Key Vocabulary | trunk, branch, stem, leaves, flowers, petals, fruit, bulb, root, seed, deciduous, evergreen | | Deeper Learning | Make comparisons between different types of trees / plants. What features could flowers survive without? |
| Art (Sketching – Vincent van Gough) | <ul style="list-style-type: none"> - Notice patterns with strong contrasts - Make intentional marks - Begin to use shapes to represent objects | <ul style="list-style-type: none"> - Vincent van Gough was a famous artist. - Vincent van Gough painted 'Vase with Fifteen Sunflowers' and 'Irises.' | <ul style="list-style-type: none"> - Observe and draw shapes - explore mark-making with different media (pencils, crayons, pastels, charcoal etc). - draw things on different scales - Make observational drawings. | <ul style="list-style-type: none"> - To begin to explore different mark-making with a range of media. - To observe and draw shapes. - To draw on different scales. | <ul style="list-style-type: none"> - Drawing lines of different thickness (Yr2) - Explore hatching and cross-hatching (Yr2) - Investigating tone (Yr2) |
| | Key Vocabulary | artist, sculptor, colour, pattern, shape, texture, rough smooth | | Deeper Learning | Begin to make conscious choices of media for different tasks. |
| Design Technology (Food – Fruit Salad) | <ul style="list-style-type: none"> - Using a range of small tools. - To safely use and explore a variety of materials, tools and techniques. | <ul style="list-style-type: none"> - Foods needed for a varied diet. - Name a range of cooking utensils. - That a design is a plan of what we are going to make or create. | <ul style="list-style-type: none"> - Cut and chop ingredients. - Work safely and hygienically - Talk about design ideas with others. - Talk about final products and how they could be improved. - Measure and weigh food items (links to maths) | <ul style="list-style-type: none"> - To know about foods needed for a varied diet. - To cut and chop ingredients. - To name the different tools I am using. - To talk about my design with others. - To work safely and hygienically. - To talk about my final product, linking back to my design. | <ul style="list-style-type: none"> - Know the difference between a fruit and a vegetable (Yr2) - To decide if ingredients need to be cut, peeled, chopped or grated (Yr2) |

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| | Key Vocabulary | Hygiene, chop, cut, ingredients, evaluate, process | | Deeper Learning | Discuss where different fruits are grown (links to Science – plants). |
| PSHE (Economic Wellbeing) | - Sharing | <ul style="list-style-type: none"> - know that coins and notes have different values. - know some of the ways children may receive money. - know that it is wrong to steal money. - know that banks are places where we can store our money. - know some jobs in school. - know that different jobs need different skills. | <ul style="list-style-type: none"> - discuss how to keep money safe. - discuss what to do if we find money. - explore choices people make about money. - develop an understanding of how banks work. | <ul style="list-style-type: none"> - To understand what money is and where it comes from. - To understand how to keep cash safe. - To understand the benefits of banks and building societies. - To begin to understand that people make different choices about spending and saving money. - To understand some of the jobs that exist in school. | <ul style="list-style-type: none"> - where money comes from (Yr2) - the difference between a 'need' and a 'want.' (Yr2) - the role and benefits of banks. (Yr2) - |
| | Key Vocabulary | bank, building society, cash, earn, save, skill, spend, value | | Deeper Learning | Compare different jobs in school and why some people earn more than others. |
| Physical Education (Tri Throlf) | - Fundamental movement skills in EYFS | <ul style="list-style-type: none"> - know the difference between a roll, overarm throw and underarm throw. - know that an overarm throw generally travels further than an underarm throw. | <ul style="list-style-type: none"> - throw an object underarm - roll an object underarm - throw an object overarm - show simple tactics in a game | <ul style="list-style-type: none"> - To demonstrate an underarm throw with some accuracy. - To demonstrate rolling a ball with some accuracy. To demonstrate an overarm throw with some accuracy. To show a simple tactic in a game. | <ul style="list-style-type: none"> - Striking and fielding (Yr2) - Bounce Ball (Yr2) |
| | Key Vocabulary | overarm, underarm, tactic, accurate | | Deeper Learning | Choose the most appropriate throw for different situations. |
| Religious Education (Hindu Dharma) | <ul style="list-style-type: none"> - similarities and differences between different religious and cultural communities. - what makes us the same and | <ul style="list-style-type: none"> - Hindus believe in one God in many forms - Hindus believe that God is present in all living things - know why Hindus use statues and images in their worship | <ul style="list-style-type: none"> - talk about different ways people can be seen and described - reflect on how others might see them -talk about different roles they might have (friend, sibling, etc). | <ul style="list-style-type: none"> - To know that Hindus believe in one God in many forms. - To know that Hindus believe God is present in all living things. - To talk about the different ways people can be seen and described. | <ul style="list-style-type: none"> - Hindu deities have different qualities and are portrayed in different ways (Yr2). - Hindus might worship at an madir or at a |

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| | <p>different to others.</p> <ul style="list-style-type: none"> - Learn about and celebrate a range of festivals and celebrations from around the world. | | | <ul style="list-style-type: none"> - To consider how people might have multiple roles. To reflect on how others might see them. | <p>home shrine (Yr2).</p> <ul style="list-style-type: none"> - talk about who is special to them and why (Yr2). |
| | <p>Key Vocabulary</p> | <p>Hundu, Brahman, God, murti, roles, Trimurti (Shiva, Vishnu, Brahma).</p> | | <p>Deeper Learning</p> | <p>Discuss which symbols people might use to show their identity.</p> |