






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: One (Oak Class)		TERM: Summer 1		Key Text: Grandad’s Island	Teddy Bears Picnic. Making a fruit salad Planting
				Enrichment Opportunities:	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Grandad’s Island (Novel)					
English	- Traditional tales (Reception Summer 1)	Reading - 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. Writing - To know what a sentence is. - To know what capital letters and full stops are. - To know that an adjective describes a place, person or object. - To know that a preposition shows the position of the characters. -To know how to apply dialogue in a sentence.	Reading - 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. -Retell parts of the story through role play. - 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. Writing - To rally compose every sentence before writing. - To reread every sentence to check it makes sense.	Reading - 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 retell the story using role play, freeze frames and hot seating. - To discuss how Syd/Grandad 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. Writing -To write our own effective sentences for our emotive story which includes: -To use capital letters for names, places and .	- Traditional tales with a Twist (Yr2 Autumn 2)

		<p>-To know and recognise what repetition is. -To know that an action verb is a doing word.</p> <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. - 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 punctuate simple sentences with capital letters and full stops. -To apply adjectives, prepositions and verbs to add detail to a sentence. -To apply dialogue to show a character is speaking in a story. - To say, and hold in memory whilst writing, simple sentences which makes sense. - To sequence events in order. <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 apply prepositions to a sentence. -To use commas for a list. -To use adjectives to describe settings, characters or objects. -To apply dialogue to a sentence. -To use repetition for effect. -To apply action verbs to sentences. -To plan and write an emotive story with a beginning, middle and end. <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. 	
	<p>Key Vocabulary</p>	<p>Syd, Grandad, island, jungle, tropical, telescope, explore, horizon, ship, shore, hidden.</p>	<p>Deeper Learning</p>	<p>To use commas for a list when listing adjectives in our sentences.</p>	

Instructions						
	- Instructions (Reception: Spring 2)	<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. 	- Instructions (Yr3/4)	
	Key Vocabulary	Imperative verbs, bullet points, steps, instructions, equipment.		Deeper Learning	To use time conjunctions within our writing.	
Maths	<ul style="list-style-type: none"> - Multiplication and division - Fractions - Geometry (Position and Direction) 		Select the files to the right for more detailed guidance.	 Yr1 Multiplication and division.pdf	 Yr1 Fractions.pdf	 Yr1 Position and direction.pdf
Science	Are all trees and plants the same?					
	- Similarities and differences between living things.	<ul style="list-style-type: none"> - 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.) 	<ul style="list-style-type: none"> - Ask simple scientific questions - Identify and classify living things. - Use simple data to answer questions. 	<ul style="list-style-type: none"> - To name a variety of common wild and garden plants (including deciduous and evergreen trees). 	<ul style="list-style-type: none"> - Identify and name plants within a particular habitat (Yr2) - Observe and describe how seeds and bulbs grow into mature plants. (Yr2) 	

	- Observed plants and how they change.	- Some trees lose their leaves in the winter months (deciduous) and others keep their leaves throughout the year (evergreen). - Plants get their food from the sun. - Plants are living things.		- 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.	
	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)	Who was Vincent van Gogh?				
	EYFS- Mark making and work on different scales.	-Know that Van Gogh was a Dutch painter who is one of the most famous and influential artists. -Know that Van Gogh was born in 1853 and died in 1890. -Know that Van Gogh used vivid colours and dramatic brush strokes. -Know a range of paintings by Van Gogh including 'The Starry Night', 'The Bedroom', 'Self Portrait' and 'Vase with Fifteen Sunflowers' and give opinions of these. -Know that mark making describes the different lines, dots, marks, patterns and textures we create in an artwork. -Know that scale drawings are drawings that represent something at a size other than their full size.	-Express opinions about Van Goghs paintings. -Use different media to mark make by creating different lines, dots, marks, patterns and textures. -To scale draw by creating enlarged or reduced drawings-proportional to the original object.	-To explore mark making with pencils, rubbers and crayons. -To explore mark making with felt tips, charcoal, ballpoint and chalk. -To observe and draw shapes. -To draw on different scales.	Drawing Skills-L.S Lowry- Elm Class
	Key Vocabulary	Observe, scale, mark making, influential	Deeper Learning	To justify a preference of media when mark making	
Design Technology (Healthy Food: Fruit Salad)	- Using a range of small tools. - To safely use and explore a variety of	- 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.	- Cut and chop ingredients. - Work safely and hygienically - Talk about design ideas with others. - Talk about final products and how they could be improved.	- To know about foods needed for a varied diet. - To cut and chop ingredients. - To name the different tools I am using.	- Know the difference between a fruit and a vegetable (Yr2) - To decide if ingredients need to be cut, peeled, chopped or grated (Yr2)

	materials, tools and techniques.		- Measure and weigh food items (links to maths)	- To talk about my design with others. - To work safely and hygienically. - To talk about my final product, linking back to my design.	
	Key Vocabulary	Hygiene, chop, cut, ingredients, evaluate, process		Deeper Learning	Discuss where different fruits are grown (links to Science – plants).
PSHE (Economic Wellbeing)	- Sharing	- 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.	- 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.	- 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.	- 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	Games (Tri-throlf)				
	- Fundamental movement skills in EYFS	- know the difference between a roll, overarm throw and underarm throw. - know that an overarm throw generally travels further than an underarm throw.	- throw an object underarm - roll an object underarm - throw an object overarm - show simple tactics in a game	- 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.	- 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)	What do Hindus believe about God?				
	- similarities and differences	- Hindus believe in one God in many forms	- talk about different ways people can be seen and described	- To know that Hindus believe in one God in many forms.	- Hindu deities have different

	<p>between different religious and cultural communities.</p> <ul style="list-style-type: none"> - what makes us the same and different to others. - Learn about and celebrate a range of festivals and celebrations from around the world. 	<ul style="list-style-type: none"> - 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"> - 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 God is present in all living things. - To talk about the different ways people can be seen and described. - To consider how people might have multiple roles. To reflect on how others might see them. 	<p>qualities and are portrayed in different ways (Yr2).</p> <ul style="list-style-type: none"> - Hindus might worship at a masjid or at a home shrine (Yr2). - talk about who is special to them and why (Yr2).
	<p>Key Vocabulary</p>	<p>Hindu, 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>	