






Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: One (Oak Class)		TERM: Summer 2		Theme: The Congo Rainforest	
				Key Text:	Okapi Loves his Zebra Pants
				Enrichment Opportunities:	Zoo / farm visit, emergency services visit to school, church visit, faith leader talk in school.
Subject	Prior Learning	Disciplinary Knowledge	Substantive Knowledge	Objectives	Future Learning
English	Stories on a Theme				
	<ul style="list-style-type: none"> - Stores with a fantasy setting (Spring 2) - Stories with a Familiar Setting (Autumn 1) 	<p>Reading</p> <p>To understand what a prediction is.</p> <p>To know what a title is and be able to locate it from a text.</p> <p>To know a story has a beginning middle and end.</p> <p>To know the key features of a classic text.</p> <p>To identify and read adjectives within a text.</p> <p>To identify words containing suffixes.</p> <p>To know what a repeated phrase is.</p> <p>To know a range of conjunctions.</p> <p>Writing</p> <p>To know what a sentence is.</p> <p>To know what capital letters and full stops are.</p> <p>To know when to use capital letters and full stops.</p> <p>To know what an exclamation mark is.</p> <p>To know what a question mark is.</p> <p>To know what a conjunction is.</p> <p>To understand what a plural noun is.</p>	<p>Reading</p> <p>To read words containing –s, -es, -ing, -ed, -er, -est endings.</p> <p>To develop fluency, accuracy and confidence by re-reading books</p> <p>To listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</p> <p>To identify and discuss the main events in stories.</p> <p>To identify and discuss the main characters in stories.</p> <p>To be able to use patterns and repetition to support oral retelling.</p> <p>To retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.</p> <p>To make predictions based on what has been read so far.</p> <p>To make basic inferences about what is being said and done.</p> <p>To discuss the title and how it relates to the events in the whole story.</p>	<p>Reading</p> <p>To read words containing the 's', 'es', 'ing', 'est', 'ed' and 'er' suffixes.</p> <p>To make predictions about a text using clues from the text and images to support our own ideas.</p> <p>To sequence the story 'Okapi loves his zebra pants'.</p> <p>To discuss how the okapi might feel at different points in the story.</p> <p>To join in with reading the repeated phrases in the story.</p> <p>To discuss what we like and dislike about the story</p> <p>Writing</p> <p>To write our own short narrative which includes:</p> <ul style="list-style-type: none"> – events in order – clear beginning, middle and end. – full stops and capital letters. – finger spaces. 	<ul style="list-style-type: none"> - Stories by the same author (Yr2 Autumn 1) - Stories with familiar settings (Yr2 Spring 1)

		<p>Phonics</p> <p>To read words containing phase 5 alternative graphemes.</p> <p>To know the alternative /ear/ graphemes.</p> <p>To know the alternative /air/ graphemes.</p> <p>To know the alternative /l/ graphemes.</p> <p>To know the alternative /z/ graphemes.</p> <p>To know the alternative /r/ graphemes.</p> <p>To know the alternative /j/ graphemes.</p> <p>To know the alternative /s/ graphemes.</p> <p>To know the alternative /sh/ graphemes</p>	<p>Writing</p> <p>To say and hold in memory whilst writing, simple sentences which make sense.</p> <p>To write simple sentences that can be read by themselves and others.</p> <p>To separate words with finger spaces.</p> <p>To punctuate simple sentences with capital letters and full stops.</p> <p>To use capital letters for names of people, places and days of the week.</p> <p>To identify and use question marks and exclamation marks.</p> <p>To use simple 'joining words' to link ideas.</p> <p>To begin to pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>.</p> <p>To orally compose every sentence before writing.</p> <p>To ensure we are re-read every sentence to check it makes sense.</p> <p>To sequence ideas/events in order.</p> <p>Phonics</p> <p>To be able to read words containing phase 5.</p> <p>To read the ear, eer and ere graphemes in both real and non-sense words.</p> <p>To read the air, ear, are and ere graphemes in both real and non-sense words.</p> <p>To read the l, ll, le and al graphemes in both real and non-sense words.</p> <p>To read the z, zz, se and ze graphemes in both real and non-sense words.</p> <p>To read the n, kn, and gn graphemes in both real and non-sense words.</p> <p>To read the r and wr graphemes in both real and non-sense words.</p>	<p>– exclamation marks.</p> <p>To be able to write plural nouns which end in 's' and 'es'.</p> <p>Phonics</p> <p>To read the ear, eer and ere graphemes in both real and non-sense words.</p> <p>To read the air, ear, are and ere graphemes in both real and non-sense words.</p> <p>To read the ow, ou and ough graphemes in both real and non-sense words.</p> <p>To read the l, ll, le and al graphemes in both real and non-sense words.</p> <p>To read the z, zz, se and ze graphemes in both real and non-sense words.</p> <p>To read the n, kn, and gn graphemes in both real and non-sense words.</p> <p>To read the r and wr graphemes in both real and non-sense words.</p> <p>To read the j, ge and dge graphemes in both real and non-sense words.</p> <p>To read the s, c, se, sc and st graphemes in both real and non-sense words.</p> <p>To read the sh, ch, ti, ssi, si, ci, ss and ce graphemes in both real and non-sense words.</p>	
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			<p>To read the j, ge and dge graphemes in both real and non-sense words.</p> <p>To read the s, c, se, sc and st graphemes in both real and non-sense words.</p> <p>To read the sh, ch ti ssi si ci s ss and ce graphemes in both real and non-sense words.</p>		
	Key Vocabulary	Okapi, Congo Rainforest, defence, belonged, unique, practically, comparing.		Deeper Learning	To be able to spell and read irregular plural nouns.
Non-chronological Reports					
- Non-fiction booklets (Spring 1)	<p>Reading</p> <p>To understand what a non-fiction book is.</p> <p>To understand what a fact is.</p> <p>To be able to identify new vocabulary.</p> <p>Writing</p> <p>To know what a sentence is.</p> <p>To know what capital letters and full stops are.</p> <p>To know what an exclamation mark is.</p> <p>To know what a question mark is.</p> <p>To use our phonic knowledge to decode words.</p>	<p>Reading</p> <p>To recall specific information in texts.</p> <p>To read aloud books closely matched to their improving phonic knowledge.</p> <p>To introduce and discuss key vocabulary.</p> <p>To activate prior knowledge e.g. <i>what do you know about rainforest/tress/animals etc.</i></p> <p>To explain clearly their understanding of what is read to them.</p> <p>To listen to what others say.</p> <p>To take turns.</p> <p>To demonstrate understanding of texts by answering questions related to who, what, where, when and why.</p> <p>Writing</p> <p>To write simple sentences that can be read by themselves and others.</p> <p>To punctuate simple sentences with capital letters and full stops.</p> <p>To use question marks.</p> <p>To re-read every sentence to check it makes sense.</p> <p>To use simple joining words to link ideas e.g. and etc.</p> <p>To write information texts with simple text type features.</p>	<p>Reading</p> <p>To understand what a non-fiction text is.</p> <p>To be able to identify the key features of a non-fiction text.</p> <p>To be able to use a non-fiction book to find new facts.</p> <p>Writing</p> <p>To write our own information booklet which includes:</p> <ul style="list-style-type: none">full stops and capital letters.sentences which make sense.simple joining words to link ideas e.g. <i>and</i>.features of information writing.question marks for an interesting fact.	- Non-chronological reports (Yr2 Autumn 2)	-

			To discuss their writing with adults and peers. To read aloud their writing to adults and peers.			
	Key Vocabulary	Endangered, African, Congo Rainforest, trekking.		Deeper Learning	To research our own rainforest facts and use this within our own writing,	
Maths	<ul style="list-style-type: none">- Number: Place Value (within 100)- Measurement: Money- Measurement: Time		Select the files to the right for more detailed guidance.		<div><div> Year-1-Summer-Block -4-Place-Value-within-</div><div> Year-1-Summer-Block -5-Money.pdf</div><div> Year-1-Summer-Block -6-Time.pdf</div></div>	
Science (Animals including Humans: Animals)	What different types of animals live in our world and how are they different?					
	<ul style="list-style-type: none">- Explore and observe the world around them (EYFS)- Make observational drawing of different animals from the world around them (EYFS)	<ul style="list-style-type: none">- Know the names of common animals including fish, reptiles, birds and mammals.- Know that carnivores eat meat, herbivores eat plants and omnivores eat both plants and meat.- To know the names of different parts of common animals (i.e. paw, scales, feathers etc).- To begin to classify animals according to given criteria.- Know that things can be sorted (classified) into living and non-living.	<ul style="list-style-type: none">- Ask simple scientific questions.- Identify and classify things.- Suggest what I have found out.		<ul style="list-style-type: none">- To identify and name a variety of common animals including fish, reptiles, birds and mammals.- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.- To describe and compare the structure of a variety of common animals.- To begin to classify animals according to given criteria.- To sort living and non-living things.- To ask simple scientific questions.- To identify and classify things.	<ul style="list-style-type: none">- Animals including Humans (Yr2)

	Key Vocabulary	Fish, reptiles, birds, mammals, amphibians, herbivore, carnivore, omnivore, classify, beak, wing, tail, claw, scales, feathers, fur, hooves, paw.	Deeper Learning	Animal adaptations: Ask students to research and present on how different animals have adapted to their environments, such as the long necks of giraffes or the webbed feet of ducks. They can also create their own imaginary animal and explain how it has adapted to survive in a specific environment.	
History (Significant Women)	How did Rosa Parks and Emily Davison change the World?				
	- Understand the past through settings, characters and events in books (EYFS). - To talk about the lives of people around them (EYFS).	- Know that Rosa Parks was a brave woman who fought for equal rights for all people. - Know that Rosa Parks refused to give up her seat on a bus to a white person in the USA in 1955. - Rosa parks fought to end discrimination against African Americans in the USA. - Know that Emily Davison was a suffragette who wanted women to have the right to vote. - Know that Emily was arrested many times for fighting for women’s rights. - Know Emily Davison died trying to attach a flag to the King’s horse to raise attention to the suffering of women.	- Make comparisons between historical figures. - Ask appropriate questions to help them understand the past. - Draw information from different sources.	- To understand the lives of Rosa Parks and Emily Davison. - To ask questions to develop enquiry skills. - To use sources to answer simple questions about the past. - To talk, draw and write about the past.	- To understand the lives of significant historical figures (Yr2). - Begin to understand why people in the past acted as they did (Yr2)
	Key Vocabulary	Rosa Parks, Emily Davison, discrimination, suffragette, equal rights, vote, suffering, source.		Deeper Learning	Create a Venn diagram to show the differences and similarities between Rosa Parks and Emily Davison. - Write a diary entry from the viewpoint of either Rosa or Emily.
Geography (Hot Climates)	What is it like to live in the Congo rainforest?				
	- To be able to recognise some environments are different to the one in which they	- The Congo rainforest is found in central Africa and spreads across a number of countries. - The climate in the Congo rainforest is warm and humid.	- Compare the climate in the Congo rainforest with the UK. - Identify simple human and physical features. - Use maps to find hot and cold places.	- To locate hot and cold places in relation to the equator and North and South poles. - To know the difference between a human and physical feature.	- Name the 5 oceans (Yr2) - Identify similarities between the UK and a non-

	live in e.g. weather. (EYFS) - To explore the natural world around them e.g. seasons, local surroundings. (EYFS)	- The rainy season is from March to November and the dry season is from December to February. - Many animals live in the Congo rainforest including: chimpanzees, Mountain Gorillas, African Elephants and Bonobos.		- Point to the equator on a map as well as North and South Poles.	- To know the difference between a continent and country.	European country (Yr2).
	Key Vocabulary	Rainforest, hot, cold, equator, North Pole, South Pole, human feature, physical feature, country, continent, Congo rainforest, warm, humid, rainy season, dry season			Deeper Learning	Discuss how rainforest creatures are suited to their habitat. Investigate the impact of deforestation on animals and humans.
Computing (Multimedia)	- Know that we can use computers to share information (EYFS) - To know how to operate simple equipment (EYFS).	- Know that ‘text’ is words written on a screen. - Know that a digital image is a picture stored on a computer or electronic device. - Know that text and images can be used to share information. - Know that photos can be taken on lots of different devices (camera, digital camera, phone, tablet etc).	- Type to create text linked to an image. - Take a photo using a digital device. - Record a sound file with support from an adult.		- To know how to create text and images using technology. - To create text and images (with support). - To record sound files (with support). - To take photos using a range of devices.	- Search for images to be inserted into a program (Yr2). - Type words to be added to a presentation (Yr2).
	Key Vocabulary	Text, digital image, record, sound files, photograph		Deeper Learning	- Record sound and take photos independently and with confidence.	
PSHE (Safety and the Changing Body)	How do we keep ourselves safe?					
	- Understand that it is okay to like different things (EYFS). - See themselves as a valuable individual (EYFS).	- Know that some types of physical contact are never appropriate. - Know what to do if they get lost. - Know that a hazard is something which could cause an accident of injury. - Know that some things are unsafe to put inside our bodies and ask an adult if I am unsure. - Know an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.	- Practise what to do if they get lost. - Identify hazards that may be found around the home. - Understand people’s roles within the community that help keep us safe. - Learn what is and is not safe to put inside our bodies. - Practise making an emergency phone call.		- Know a number of adults in school. - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Understand ways to keep safe and not get lost and know the steps to take if they do get lost. - Know the number for the emergency services and their own address.	- Understand the difference between secrets and surprises (Yr2) - Safe and unsafe touches (Yr2) - Road safety (Yr2) - Safety with medicine (Yr2)

		- Know that emergency services are the police, fire brigade and ambulance service.		- Understand that some types of physical contact are never acceptable. - Know what can go into or onto the body and when they should check with an adult. - Understand that there are hazards in houses and know how to avoid them. - Understand and name jobs that people do to help keep us safe.	
	Key Vocabulary	Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust		Deeper Learning	Why is it important to let an adult know where we are when we are out in public? Give children scenarios where they can advise a friend of how to keep themselves. Safe – applying knowledge to real life situations.
Physical Education (Athletics: Honey Pot)	How can I use my body to move about a space?				
	- Fundamental Movement Skills (EYFS)	- Know that hopping is jumping with one foot and landing on the same foot. - Know that we can use our arms and our legs to help us jump far. - Know that bending our knees when we land can help us stay in control and not fall over. - Know that when we roll a ball, it should touch the ground all the way. - Know that we need to bend our knees and get low to the floor when rolling a ball.	- Hop on both feet. - Run quickly and change direction on command. - Jump for distance and land whilst bending knees for control. - Roll a ball accurately towards a range of targets. - Use a mix of running and jumping skills to complete a course.	- To show a hopping skill with rhythm. - To show running and changing direction quickly. - To demonstrate jumping as far as possible and landing safely with control. - To demonstrate rolling a ball with some accuracy. - To complete a running and jumping course.	- Athletics: Colour Match (Yr2)
	Key Vocabulary	Hopping, rolling, running, change direction, underarm throw, landing, encouragement, posture, honesty, self-belief, co-operation.		Deeper Learning	- Can throw and roll a ball accurately with both hands.
Religious Education (Christianity: Church)	How might some people show that they ‘belong’ to God?				
	- Christianity: God (Yr1 Autumn 1)	- Know that there are different relationships within a family (e.g. brother/sister, father/daughter etc).	- Identify what makes a good family. - Identify similarities and differences between clubs/groups	- To know that some Christians welcome babies into God’s family (the Church) with baptism ceremonies.	- Christianity: God (Yr2 Autumn 1)

	- Christianity: Jesus (Yr1 Autumn 2)	<ul style="list-style-type: none"> - Know that Christians believe the Church community is like a family. - Know that Christians think of God as being 'like a father.' - Know the main features of an infant baptism (font, candle, godparents etc). 	(Cubs, scouts, dance, etc) and families. <ul style="list-style-type: none"> - Understand the importance of families in raising children. - Identify how to make someone new feel welcome and like they 'belong.' 		<ul style="list-style-type: none"> - To talk about what it might mean to belong to the Church family. - To identify the features of a baptism. - To talk about why parents might want to have their child baptised. - To talk about the role of families in raising children. - To talk about their own identity as part of a family and part of the school community. 	- Christianity: Jesus (Yr2 Autumn 2) - Christianity: Church (Yr2 Summer 1)
	Key Vocabulary	Baptism, infant, font, candle, godparents, church, God, family, belong, ceremony, community.		Deeper Learning	- Identify similarities between school, families and clubs.	