





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class) TERM: Autumn 2 Key Text: The Secret of Black Rock by Joe Todd Stanton					
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Secret of Black Rock by Joe Todd Stanton					
English	Year 2: Summer1: Animal Adventure Stories	<p>Reading</p> <ul style="list-style-type: none"> - Know that a prediction is a guess using clauses. - Know that an inference is a conclusion using reasoning. <p>Writing</p> <ul style="list-style-type: none"> - Know the rules of speech. - Know that onomatopoeia is a word that sounds like what it means, for example, thud, crash, bang and buzz. - Know that alliteration is when words start with the same letter and same sound. <p>Spelling</p> <ul style="list-style-type: none"> - Know words where the diagraph 'ou' makes an /u/ sound. - Know words where 'y' makes an /i/ sound. - Know words ending in '-sure' - Know words ending in 'ture' - Know words with the prefix 're-' 	<p>Reading</p> <ul style="list-style-type: none"> - Effectively use a dictionary and find meanings. - Use clues to make inferences. - Explain vocabulary using other words around. - Make comparisons looking at similarities and differences. <p>Writing</p> <ul style="list-style-type: none"> - Apply the rules of speech to writing. - Use a planned success criterion to deliver writing. - To write a story where the idea is replicated to a new plot. - To proofread, edit and improve writing. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words where the diagraph 'ou' makes an /u/ sound. 	<p>Reading</p> <ul style="list-style-type: none"> - To make predictions. - Use dictionaries to check the meaning of words. - Retrieve and record information from non-fiction. - To draw inferences about characters in a text. - Know how to answer reading questions. - To explain the meaning of words in a context. - To summarise main ideas from more than one paragraph. - To make comparisons within texts. <p>Writing</p> <ul style="list-style-type: none"> - To use onomatopoeia. - To use alliteration. - To use dialogue. <p>Spelling</p> <ul style="list-style-type: none"> - Words where the diagraph 'ou' makes an /u/ sound. 	Maple Class: Autumn 1: Novel Study

		<ul style="list-style-type: none"> - Know words with the prefix 'dis-' - Know words with the prefix 'mis' - Know words with the prefix 'in-' meaning 'not' - Know words with the prefixes 'il-', 'im-' and 'ir-' - Know words with the prefix 'sub' meaning 'below' or further divided - Know words with the prefix 'inter' meaning 'between' or 'among' - Know words with the suffix '-ation' - Know words with the suffix 'ly'. 	<ul style="list-style-type: none"> - Learn words where 'y' makes an /i/ sound. - Learn words ending in '-sure' - Learn words ending in 'ture' - Learn words with the prefix 're-' - Learn words with the prefix 'dis-' - Learn words with the prefix 'mis' - Learn words with the prefix 'in-' meaning 'not' - Learn words with the prefixes 'il-', 'im-' and 'ir-' - Learn words with the prefix 'sub' meaning 'below' or further divided - Learn words with the prefix 'inter' meaning 'between' or 'among' - Learn words with the suffix '-ation' - Learn words with the suffix 'ly'. 	<ul style="list-style-type: none"> - Words where 'y' makes an /i/ sound. - Words ending in '-sure' - Words ending in 'ture' - Words with the prefix 're-' - Words with the prefix 'dis-' - Words with the prefix 'mis' - Words with the prefix 'in-' meaning 'not' - Words with the prefixes 'il-', 'im-' and 'ir-' - Words with the prefix 'sub' meaning 'below' or further divided - Words with the prefix 'inter' meaning 'between' or 'among' - Words with the suffix '-ation' - Words with the suffix 'ly'. 	
	Key Vocabulary	Onomatopoeia, alliteration, dialogue	Deeper Learning	Use an array of adverbs.	
Hammar the Grammar and Non-Chronological Reports					
Year 2: Autumn 2: non-chronological reports	Hammer the Grammar Writing <ul style="list-style-type: none"> - Know inverted commas or speech marks go before and after direct speech, surrounding what was said. - A new speaker needs a new line. - You should use a capital letter at the start of each piece of speech. - Know that punctuation such as question marks, full stops and exclamation marks go inside the speech marks. Non-Chronological Report Writing	Hammer the Grammar Writing <ul style="list-style-type: none"> - To use inverted commas in my writing- punctuated correctly. Non-Chronological Report Writing	Hammer the Grammar Writing <ul style="list-style-type: none"> - To know when to use inverted commas and how to punctuate correctly. Non-Chronological Report Writing	Maple: Spring 2: Non-chronological reports	

		<ul style="list-style-type: none"> - Know that a non-chronological report informs about a subject or event that is written out of time order. - Know features of a non-chronological report- heading, introduction, subheading, paragraphs, technical language. 	<ul style="list-style-type: none"> - Read a range of non-chronological reports, picking out strengths and weaknesses. - Use a range of features in their non-chronological report such as headings and sub-headings. 	<ul style="list-style-type: none"> - To read a selection of non-chronological reports and identify the key features. - To plan a non-chronological report. - To write a non-chronological report. 	
	Key Vocabulary	Heading, introduction, subheading, paragraphs, technical language		Enrichment opportunities	Cross-curricular opportunity with science for non-chronological report
Maths	<ul style="list-style-type: none"> - Multiplication and Division - Measurement (Area) 		Select the files to the right for more detailed guidance.	 MA Y3 Y4 Autumn Block 3 SOL Multiplica	 MA Y3 Y4 Autumn Block 4 SOL Area.pdf
	Why do humans need a skeleton and muscles?				
Science (Animals inc. Humans)	How do animals survive? Elm	<ul style="list-style-type: none"> -To know that the skeletal system is your body's support structure, - To know that the skeletal system gives your body its shape, allows movement, makes blood cells and provides protection for organs. - To know that the muscular system is a system in the human body that includes muscles, tendons, connective tissue. - To know that many animals have skeletons to support and protect their body and to help it move. - To know that skeletal muscles are usually attached to the bone by tendons. - To know that when one muscle shortens, a corresponding muscle lengthens. 	<ul style="list-style-type: none"> - To explore the human skeleton and create labels to identify each body part. - Discuss and investigate why we need a skeleton. - Plan and lead an investigation using a range of sources and ICT to find out what the functions are of the skeleton. - To research what a joint, bone and cartilage is and their functions in an endoskeleton system. - To explore different animal skeletal systems and talk about their purpose. 	<ul style="list-style-type: none"> - To describe and explain the skeletal system of a human. - To describe and explain the muscular system of a human. - To describe the purpose of the skeleton in humans and animals. - To explain how the muscular and skeletal systems work together to create movement. 	What happens to humans as they get older? Maple
	Key Vocabulary	movement - muscles - bone - skull - nutrition - skeletons		Enrichment opportunities	Use the life-size skeleton model to play pin the body part.
Geography	Where does our food come from? Journey of a banana				

	How did Christopher Columbus navigate the world? Elm	<ul style="list-style-type: none"> - To know trade means the buying and selling of items e.g. food and this is what countries do to make money. - To know that some goods are transported around the world in container ships from port to port or by aeroplane. - To know bananas grow in humid, tropical regions e.g. South America, Africa and Southeast Asia. 	<ul style="list-style-type: none"> - To identify food types that would be produced in the UK (meat and food that is grown) - To identify food which cannot be grown in this country therefore is imported e.g. tropical fruits or rice and link this to our climate. - To identify the climate zones needed for bananas to grow - To explain the process of growing bananas. - To describe the journey a banana takes to be imported into our country. 	<ul style="list-style-type: none"> - To know the meaning of trade. - To identify foods which are produced in the UK - To explore foods which are imported to the UK and why. - To identify the climate zones needed for bananas to grow and locate these regions on a map. - To explain the process of growing a banana. - To describe the journey of bananas when imported to the UK. 	Where is trade and where do supplies come from? Maple
	Key Vocabulary	Trade, import, buy, sell, container, climate zones	Enrichment opportunities	Create a sales pitch to persuade a shop to buy and import their bananas.	
Design Technology (Textiles)	Year 2- know joining techniques	<ul style="list-style-type: none"> - To know that sewing can be used for leisure, small business or as a source of livelihood. However, the strength and how time consuming it can be is a weakness. - To know the purpose of a running stitch. - To know the purpose of a back stitch. 	<ul style="list-style-type: none"> - To use technology to investigate existing products. - To discuss the positive and negatives of a design. - To prepare pattern pieces e.g. paper templates to cut, sew and paint around templates for my design. - To practice sewing techniques. - To share the strengths of my product and evaluate collaboratively. 	<ul style="list-style-type: none"> - To know the advantages and disadvantages of sewing as a form of joining materials. - To investigate existing products. - To plan and select from existing designs to support planning my design. - To thread a needle and sew in between punched holes on a card. - To sew a running stitch onto fabric. - To sew on a button. - To sew and create a product. - To evaluate my final product and explain what 	Year 6- Joining unit

				went well and what could be improved.	
	Key Vocabulary	Design criteria, sequence, cut, shape, finish, pattern pieces, evaluate, running stitch, needle, sew, back stitch	Enrichment opportunities	To create a product that links with Christmas which can be used or displayed at home.	
Music (Creating and Composing)	Y2 Creating and Composing -Playing tuned/untuned instruments (beat, hit, shake). Y3 Creating and Composing (History of Music) Composing a piece of music in the style of the 80's and 90's.	<ul style="list-style-type: none"> - Know the difference between tuned and untuned instruments. - Know the names of instruments such as: woodwind, brass, percussion, keyboard, guitar and strings - Know why an instrument is being controlled to achieve a certain sound. - Know what instruments are used in different genres of music. -Know that a musical stave is the foundation upon where notes are drawn. -Know that a crotchet is a musical note with the time value of one beat. -Know that a minim is a musical note with the value of two beats. - Know how to perform in a group using vocals or an instrument. 	<ul style="list-style-type: none"> - Recognise control and rhythmic accuracy when instruments are being played. - Be able to recognise control and rhythmic accuracy when instruments are being played. - Know the difference between tuned and untuned instruments. -Know the worth of a minim and a crotchet. - Understand the reason for a musical stave. - Recognise the symbols for a minim and crotchet on a stave. 	<ul style="list-style-type: none"> - To listen and recognise control and rhythm when instruments in a song are being played. -To identify the different names of instruments which are played in a piece of music. - To listen and review different pieces of music with tuned and untuned instruments. -To understand how an instrument is being controlled within a piece of music. -To understand the reason for a musical stave. - To understand the purpose of the symbols for a minim and crotchet on a stave. - To compose a piece of music using different instruments. - To perform a piece of music using tuned instruments in a group. 	<p>Creating and Composing Y4</p> <ul style="list-style-type: none"> -Know the worth of a minim and a crotchet. <p>Y5</p> <ul style="list-style-type: none"> - Compose using notations of a semibreve and quaver (and prior notation)
	Key Vocabulary	woodwind, brass, percussion, keyboard, guitar, strings, genre, tuned, untuned.	Enrichment opportunities	To perform a Christmas song with instruments for an assembly as a class with control and rhythm.	
Is everything online true and how do I keep myself safe?					

Computing (Online Safety)	Online Safety: Elm Class: Spring 1	<ul style="list-style-type: none"> - A password is used to keep our information safe. - Passwords which use a mix of letters, numbers and symbols are stronger than passwords which use real words or personal information. - SMART stands for Safe, Meet, Accept, Reliable and Tell. - Trustworthy means to be honest and reliable. 	<ul style="list-style-type: none"> - Explain why a password is weak or strong and suggest improvements. - Explain what the SMART rules are and why they are important. - Suggest ways of reducing time spent online. - Suggest ways in which online information may be untrustworthy. - Know that finding information from more than one website can ensure information is reliable. 	<ul style="list-style-type: none"> - To explain what a 'strong' password is. - To evaluate the strength of passwords and suggest ways for improvement. - To use technology safely and respectfully and keep our information secure (SMART rules). - To know different ways of reporting concerns about online content. - To identify strategies for limiting the amount of time spent online. - To understand that bullying can occur online as well as in the 'realworld.' - To understand that the internet can be tracked and monitored. - To recognise that not all information online is trustworthy. - To develop strategies for verifying the reliability and accuracy of online information. 	Online Safety: Ash: Autumn 1: Cycle B Maple: Spring 1: Cycle B
	Key Vocabulary	SMART (Safe, Meet, Accept, Reliable, Tell), trustworthy,	Enrichment Opportunities	Create a set of online safety rules / rap to share with the school.	
PSHE (Family and Relationships)	How can I build positive relationships with those around me?				
	Elm Cycle A Family and Relationships	<ul style="list-style-type: none"> - Bullying is intentional behaviour that hurts someone else. - A stereotype is an idea or belief many people have about a thing or group that is based upon how they look on the outside. 	<ul style="list-style-type: none"> - Identify problems that might arise in a friendship. - Identify possible resolutions to friendship problems. - Explain the impact of bullying on others. 	<ul style="list-style-type: none"> - To understand that friendships have ups and downs and that problems can be resolved (Y3). - To begin to understand the impact of bullying (Y4). - To understand that families love and support each other but 	Y5/6 Cycle A Family and Relationships

		<ul style="list-style-type: none"> - Courtesy is good manners or politeness as well as responding with kindness and gentleness. - Problems in friendships can often be resolved through effective communication, compassion and empathy. - Families are often made up of different people and everyone's families can look different. 	<ul style="list-style-type: none"> - Explore where help is available from when dealing with problems within a family. - Describe how stereotypes affect people. - Explore how my behaviour impacts others. - Identify how to show manners and courtesy to others. - Explore the differences between people, and between people's families. 	<p>sometimes problems can occur and help is available if needed.</p> <ul style="list-style-type: none"> - To recognise that stereotypes are present in everyday life. - To recognise that stereotypes exist based on a number of factors. - To understand that my behaviour can have an impact on others. - To listen and communicate effectively. - To develop understanding of courtesy and manners in a range of situations. - To begin to understand the differences between people and why it is important to respect these differences (Y3). - To begin to understand that families are very varied, in this country and across the world (Y4). 	
	Key Vocabulary	-friendship – resolution –stereotype –bullying – communication –manners – courtesy		Enrichment opportunities	Create anti-bullying posters to be displayed in school.
	Gymnastics (and swimming)				
Physical Education	<ul style="list-style-type: none"> -Demonstrate jumping actions with different shapes in the air. -To use hand and feet to travel. -To use an egg roll, pencil roll and teddy roll. 	<ul style="list-style-type: none"> -Know different forms of travelling. -Know that we can balance using different points of the body (1,2,3,4 points). -Know that balance requires stillness. -Know a variety of rolls. -Know how to jump and land safely. -Know what a sequence is and how to create one. -Know how apparatus can be used to enhance a gymnastic sequence. -Know what performance is and how to use transition between travelling to create an effective sequence. 	<ul style="list-style-type: none"> -Use travelling skills to build a sequence. -Use a variety of jumps. -Use points of the body to perform balances. -Use apparatus to enhance performances. -Use control and accuracy when performing. 	<ul style="list-style-type: none"> -To be able to demonstrate travelling with control on 4 points. -To be able to demonstrate 2 and 3 point balances. -To be able to show balances with stillness on 1,2,3,4 points of the body. -To be able to combine actions of travelling and balance. -To be able to demonstrate basic rolls with accuracy and control. -To be able to demonstrate jumping and landing safely. -To be able to create a gymnastic sequence. 	<ul style="list-style-type: none"> -To travel using feet and hands and feet. -To show balances in front and back support positions. -To demonstrate dish and arch shapes. -To create and demonstrate a gymnastic

				-To be able to use different travelling and balancing actions using apparatus.	sequence of 6 moves.
	Key Vocabulary	Travel, balance, point balance, stillness, roll, jump, apparatus, sequence, transition.	Enrichment Opportunities	Select movements, balances and positions to represent a given theme.	
	How and why might Christians use the bible?				
Religious Education (Christianity: God)	Ash-Christianity (God) How (and why) have some people served God?	-To know a source of authority is a person or text that has the power and influence to provide guidance and establish norms. -To know the Bible was compiled over a long period of time and is really a collection of books, written by different authors at different times.	-To discuss how people of authority may influence how we live our lives. -To share people who have authority at school, at home and in the community. -To describe the different sources of authority that humans might look to when making decisions about how to live their lives -To discuss ideas about who or what we should obey. -To share ideas about if it matters if they are a moral person.	-To discuss what is meant by a source of authority. To know what authority we follow and why. -To discuss why people might have different views about what is right and wrong – and where these views might come from. -To explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible. -To explore different Christian beliefs about the Bible as the word of God. -To describe why some Christians might view the Bible as an important source of authority and moral guidance. -To explain why Christians might have different views about how to interpret and apply the Bible -To explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)	Maple/ Ash-Christianity (Jesus) Is sacrifice an important part of religious life?
	Maple-Christianity (God) Why is it sometimes difficult to do the right thing?	-To know that the Bible contains many types of writing. <ul style="list-style-type: none"> ▪ Genesis 1:1–4 (narrative) ▪ Psalm 23:1–2 (poetry), examples of Proverbs (wisdom) ▪ The crucifixion of Jesus –Luke 23 (history), ▪ The Parable of the lost sheep – Luke 15 (parable), ▪ A New Testament letter such as 1 Corinthians 1:1–3 (letter) ▪ Amos – a prophecy (prophecy) -To know there are different types of bibles such as; a children’s Bible, a comic-book Bible, a Gideon’s Bible, an adult Bible.			
	Key Vocabulary	Christians, influence, authority, moral, Bible, guidance, God.	Enrichment opportunities	-To write a letter to a source of authority. To discuss how they have influenced their lives and given them guidance on how to become a better person.	
French					

(Colours)	Ash Cycle A (Y3) Classroom Commands	<ul style="list-style-type: none"> -Know how to identify patterns in French rhyme. -Know how to understand simple written phrases about colours. -Know how to ask what someone's favourite colour is and respond. -Know the 8 colours in French. -Know how to spot patterns and French language in songs. -Know how to accurately spell French colours. -Know how to match French vocabulary to pictures. 	<ul style="list-style-type: none"> - Listen to and repeat songs. - Explore patterns and sounds of language through song. - Identify words and phrases that match pictures. -Identify the meaning of vocabulary by matching pictures and words. - Listen to, read and repeat rhymes. -Explore patterns and sounds of language through rhyme. -Understand simple written phrases. -Identify how to ask and answer simple questions to give basic information, e.g. What is your favourite colour? 	<ul style="list-style-type: none"> -To identify language about the 8 colours in French. -To accurately spell the 8 colours in French. -To identify and match the French colours to the correct pictures. -To identify patterns through rhyme. -To understand simple written phrases. -To understand how to ask and answer questions in French. 	<p>Y4</p> <ul style="list-style-type: none"> -To ask and answer simple questions to give basic information, e.g. what is your favourite colour? <p>Y5</p> <ul style="list-style-type: none"> - To hold a simple conversation by asking and answering questions.
	Key Vocabulary	- 8 colours: bleu, vert, jaune, rouge, brun, orange, noir, blanc	Enrichment opportunities	-To create a poster for school informing children what the different colours are in French.	