Coupe Green Primary School

'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**
English	**The Secret of Black Rock by Joe Todd Stanton**				
	Year 2: Summer1: Animal Adventure Stories	**Reading- Mr Skip** - Know that a prediction is a guess using clauses. - Know that an inference is a conclusion using reasoning. **Writing** - 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. **Spelling** - Know words where –ing', '-er' and '-ed' are added to multisyllabic words. - Know words with the digraph 'ai' and the tetragraph 'aigh'. -Know words with the diagraph 'ei' and tetragraph 'eigh'.	**Reading-Mr Skip** - 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. **Writing** - 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. **Spelling** - Learn words where –ing', '-er' and '-ed' are added to multisyllabic words.	**Reading-Mr Skip** - 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. **Writing** - To use onomatopoeia. - To use alliteration. - To use dialogue. **Spelling**	Maple Class: Autumn 1: Novel Study

		-Know words where the diagraph 'ey' makes an /ai/ sound. -Know words with the suffix '-ly'. - Know words with the suffix 'ly'. -Know words ending in '-ily'. -Know words where 'ch' makes a /sh/ sound. -Know words with the suffix 'ion'. -Know words with the suffix 'ous'.		- Learn words with the digraph 'ai' and the tetragraph 'aigh'. -Learn words with the diagraph 'ei' and tetragraph 'eigh'. -Learn words where the diagraph 'ey' makes an /ai/ sound. -Learn words with the suffix '-ly'. - Learn words with the suffix 'ly'. -Learn words ending in '-ily'. -Learn words where 'ch' makes a /sh/ sound. -Learn words with the suffix 'ion'. -Learn words with the suffix 'ous'.	- Words where –ing', '-er' and '-ed' are added to multisyllabic words. - Words with the digraph 'ai' and the tetragraph 'aigh'. -Words with the diagraph 'ei' and tetragraph 'eigh'. -Words where the diagraph 'ey' makes an /ai/ sound. -Words with the suffix '-ly'. - Words with the suffix 'ly'. -Words ending in '-ily'. -Words where 'ch' makes a /sh/ sound. -Words with the suffix 'ion'. -Words with the suffix 'ous'.	
	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** - Know that a full stop is used to mark the end of a sentence. -Know to use capital letters at the start of sentences. -Know to use capital letters for proper nouns. **Non-Chronological Report Writing** - Know that a non-chronological report informs about a subject or event that is written out of time order.		**Hammer the Grammar Writing** - To use capital letters and full stops in my writing. **Non-Chronological Report Writing**	**Hammer the Grammar Writing** - To consistently punctuate sentences with capital letters and full stops. **Non-Chronological Report Writing**	Maple: Spring 2: Non-chronological reports

		- Know features of a non-chronological report- heading, introduction, subheading, paragraphs, technical language.	- 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.	- 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	- 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	
Science (Electricity)	**How does electricity help us in our everyday lives?**				
	Oak- How can we use what we know to investigate the world arpund us? Investigating Science	-Know all electrical appliances need a power source, including batteries or mains electricity. -Know an electrical circuit needs a complete path for the electrical charge to flow through. -Know the main components in a series circuit. -Know there are precautions for working safely with electricity. -Know some materials allow electric charge to pass through them quickly and are known as electrical conductors. -Know some materials do not allow electrical charge to pass through them easily and these are known as electrical insulators. -Metals are used for cables and wires because they are good conductors of electricity.	-Consider what makes a testable question. -Begin to recognise there are different types of enquiry and that they are suitable for different questions. -Plan a simple method and use numbered steps. -Select and decide which equipment might be used to aid observations and measurements. -Making predictions. -Begin to draw scientific diagrams. -Using a prepared table to record results. -Writing a conclusion to summarise findings. -Begin to suggest how one variable may have affected another.	-To recognise how electrical appliances are powered and record data. - To construct an electrical circuit and draw a scientific diagram. -To explain the use of switches in a circuit. -To explain the use of materials as electrical conductors or insulates and write a method. -To investigate what affects bulb brightness. -To explain how to be safe around electricity.	Maple- How does electricity travel and make things work? Energy: Electricity and circuits. Elder- How can we control electricity to make things happen? Energy: Circuits, batteries and switches.

		Know that plastic is used to cover cables and wires because it is a good insulator. -Know that an open switch breaks a series circuit so the components will be off. -Know a closed switch completes a series circuit so the components will be on. -Know the relationship between bulb brightness and the number of bulbs in a circuit. -Know there are famous scientists throughout history. -Know there are a range of jobs and careers that use scientific knowledge and methods. -Know work is done by modern-day scientists. -Know that methods and equipment have been used by scientists throughout history and these have led to modern methods. -Know scientific knowledge has changed over time, leading to the current understanding of Science. -Know that collaboration and peer reviewing are essential for effective scientific progress.			
	Key Vocabulary	Appliance, bulb, circuit, electrical conductor, battery, buzzer, mains, motor, power source, switch, wire	**Enrichment opportunities**	Invite electrician in to speak to children or visit a local power station.	
Geography	**Where does our food come from? Journey of a banana**				
	How did Christopher Columbus navigate the world?	- 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	- 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	- To know the meaning of trade. - To identify foods which are produced in the UK	Where is trade and where do supplies come from? Maple

	Elm	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.		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.	- 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.	
	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	- 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.		- 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.	- 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 went well and what could be improved.	Year 6- Joining unit
	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.	- 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.	- 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.	- 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.	Creating and Composing Y4 -Know the worth of a minim and a crotchet. Y5 - 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.	
Computing (Online Safety)	**Is everything online true and how do I keep myself safe?**				
	Online Safety: Elm Class: Spring 1	- A password is used to keep our information safe. - Passwords which use a mix of letters, numbers and symbols are stronger	- Explain why a password is weak or strong and suggest improvements. - Explain what the SMART rules are and why they are important.	- To explain what a 'strong' password is. - To evaluate the strength of passwords and suggest ways for improvement.	<u>Online Safety:</u> Ash: Autumn 1: Cycle B Maple: Spring 1: Cycle B

		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.	- 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.	- 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.	
	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 (Citizenship)	**What rights and responsibilities do we have?**				
	Year 2- Citizenship: How can I help others and the environment?	-Know rights are basic freedoms that belong to every person in the world. -'Reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. -Reducing waste is better than reusing and reusing is better than recycling. -Different people work to protect people's rights.	-Identifying things that can and cannot be recycled. -Explaining how reducing, reusing and recycling resources can help the environment. -Describing the local council's role in looking after the local area. -Recognising the ways in which people's rights can support and protect them.	-To recognise that everyone has rights and responsibilities. -To recognise that children have rights and why they matter. -How can we help the environment by reducing what we use? -To understand how reusing items helps protect the environment. -To recognise our responsibility to recycle at home, school and in the local area.	Year 5: Citizenship: How can we make a different in our communities and beyond?

		-Responsibilities are things people need to look after themselves, other people and places. -The local council is responsible for deciding how money is best spent in the local community.		-To recognise how local councils look after local communities	
	Key Vocabulary	Rights, responsibilities, environment, reduce, reuse, recycle, councils	**Enrichment opportunities**	Local councillor visit	
Physical Education	**Gymnastics (and swimming)**				
	-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.	-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.	-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.	-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. -To be able to use different travelling and balancing actions using apparatus.	-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 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.	
Religious Education (Christianity: God)	**How and why might Christians use the bible?**				
	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	-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	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. ▪ 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.	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.	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)	
	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)					
	<u>Ash</u> Cycle A (Y3) Classroom Commands	-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.	- 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.	-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.	Y4 -To ask and answer simple questions to give basic information, e.g. what is your favourite colour? Y5 - To hold a simple conversation

			-Identify how to ask and answer simple questions to give basic information, e.g. What is your favourite colour?			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.	