





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 3/4 (Ash Class)		TERM: Autumn 2		Key Text: Owen and the Soldier by Lisa Thompson	
				Enrichment Opportunities: To present our Christmas dessert text to the rest of school. Step into the role of a Roman soldier re-enactment.	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Journey of Illiona (Diary)					
English	Y2- Recount: Letters	<p>Reading</p> <ul style="list-style-type: none"> -To know how to infer using characters thoughts, feelings and actions and justify evidence from the texts. -To explain the meaning of unfamiliar words by using the context. -To know how to summarise main ideas in a text. -To explain the meaning of key vocabulary within the context of a text. <p>Writing</p> <ul style="list-style-type: none"> -To know a subordinate clause doesn't make sense on its own and relies upon a main clause. 	<p>Reading</p> <ul style="list-style-type: none"> -Draw inferences around characters, thoughts, feelings and actions. -To identify and discuss themes within a text e.g. good over evil. -To use a range of strategies to explain unfamiliar words. -To make inferences by using facts already known. -To summarise main ideas in a text. -To choose an appropriate strategy to explain the meaning of key vocabulary. <p>Writing</p> <ul style="list-style-type: none"> -To identify and use main and subordinate clauses. 	<p>Reading</p> <ul style="list-style-type: none"> -To infer characters thoughts, feelings and actions and justify this with evidence from the text. -To be able to summarise main ideas from a text. -To identify key points in a paragraph -To be able to explain the meaning of vocabulary within the context. <p>Writing</p> <ul style="list-style-type: none"> -To use subordinating conjunctions to create complex sentences. -To use paragraphs to sequence ideas or events. 	Maple Spring 1 Journal

	<p>-To know a paragraph changes when there is a shift in time, place, event or topic.</p> <p>Spelling</p> <p>-To know a prefix is placed before a root word.</p> <p>-To know the prefix 'inter' means between or among.</p> <p>-To know that the suffix 'ation' turns a verb into a noun.</p>	<p>-To use subordinating conjunctions at the start and middle of my sentences.</p> <p>-To begin to group related material using paragraphs.</p> <p>-To create complex sentences using adverb starters</p> <p>-To use commas to separate main and subordinate clauses.</p> <p>-To use paragraphs to group related material.</p> <p>Spelling</p> <p>-To know that 'sure' and 'ture' is found at the end of a word.</p> <p>-If a word ends in y, change it to i and add ly.</p>	<p>-To know the difference between a main clause and a subordinate clause.</p> <p>Spelling</p> <p>-To spell words ending in 'sure'</p> <p>-To spell words ending in 'ture'</p> <p>-To spell words which use the prefix 're'</p> <p>-To spell words with irregular spelling patterns</p> <p>-To spell words with the prefix 'inter'</p> <p>-To spell words with the suffix 'ation.'</p> <p>-To spell words ending in 'ly</p>	
Key Vocabulary	Paragraph, subordinate clause, main clause, paragraph, subordinating conjunction, infer, complex sentence.		Deeper Learning	To use a variety of subordinating conjunctions to create complex sentences which include the correct punctuation.
Christmas Dessert: Persuasion				
Y2 Summer 2 Persuasive texts	<p>Writing</p> <p>- To know alliteration is when the first letter of each word is the same.</p> <p>-To know emotive language can be used for persuasion.</p> <p>-To know a rhetorical question makes the reader think but doesn't need an answer.</p>	<p>Writing</p> <p>-To use headings and sub headings to aid presentation.</p> <p>-To participate in presentations and performances.</p> <p>-To use a range of persuasive techniques.</p>	<p>Writing</p> <p>-To organise a text using headings and subheadings.</p> <p>-To identify emotive language in a text.</p> <p>-To use alliterative phrases.</p> <p>-To create rhetorical questions to draw the reader in.</p>	Maple Summer 2 Persuasive Letter.
Key Vocabulary	Rhetorical question, alliteration, emotive language, persuasive devices.		Deeper Learning	To use persuasive strategies in their independent writing.

Maths	- Addition and Subtraction - Multiplication and Division		Select the files to the right for more detailed guidance.		 Year-3-and-4-Mixed-Age-Autumn-Block-2-1	 Year-3-and-4-Mixed-Age-Autumn-Block-3-1
What is the difference between a magnetic force and most other types of force?						
Science (Forces and Magnets)	To describe the properties of everyday materials Yr1	-To know that a magnet has two poles. -To know that different objects move differently on different surfaces. -To know that an attractive force is when objects exert a pull on each other, making them want to move closer together. -To know that a repulsive force is when objects push each other away.	-To notice and observe that some forces need contact between two objects, but magnetic forces can act at a distance. -To observe how magnets attract or repel each other and attract some materials and not others. -To explore magnets and understand that they have two poles. -To predict whether two magnets will attract or repel each other, depending on which poles are facing.	-To explore and describe how objects move on different surfaces. - To explain how some forces require contact and some do not, giving examples. - To explore and explain how objects attract and repel in relation to objects and other magnets. - To predict whether objects will be magnetic and carry out an enquiry to test this out. - To describe how magnets work. - To predict whether magnets will attract or repel and give a reason.	- To explain what gravity is and its impact on our lives. - To identify and explain the effect of air resistance. - To identify and explain the effect of water resistance. - To identify and explain the effect of friction. - To explain how levers, pulleys and gears allow a smaller force to have a greater effect. - To explore scientists such as Galileo Galilei and Isaac Newton and their important work linked to gravity. Yr5	
	Key Vocabulary	-magnetic - force - contact - attract - repel - friction - poles - push - pull		Deeper Learning	Children can explain the effect of different forces on common objects using appropriate vocabulary.	
How much change did Roman invasions bring?						
History (Romans)	Victorians L S Lowry Christopher Columbus and significant explorers Seaside Holidays (Elm)	-To know BC (Before Christ) means the same as BCE (Before Common Era) and AD (Anno Domini) means the same as CE (Common Era). -To know the Romans came to Britain looking for riches: land, slaves, iron, lead, zinc, copper, silver and gold. -To know that Emperor Julius Caesar first invaded Britain in August 55 B.C. and again in 54 B.C.	-To understand periods of time in relation to BC, BCE, AD and CE. - To explain why Romans first came to Britain. - To identify places in Britain with Roman heritage. - To understand how Romans helped create towns and cities. - To compare Roman towns then and now.	- To use specialist dates and terms to place topics studied into different periods (century, decade, Roman, Egyptian etc). - To identify where some periods studied fit into a chronological framework. - To describe how Britain has influenced and been	Victors Shang Dynasty Islamic Achievement Inventions Anglo- Saxons Ancient Greeks (Maple)	

		<ul style="list-style-type: none"> -To know many legacies from the Romans exist in Britain still today: roads, laws, aqueducts, writing, language, public baths, heating, toilets and the modern calendar (credited to Julius Caesar). -To know that the Romans built towns throughout their empire in the same style: in a grid with two main roads, public baths, temples. - To know that places ending in –chester, -caster or -cester, where usually Roman towns e.g. Chester, Manchester, Lancaster. -To know that one of the most famous towns was Bath- much of the original streets can be found under the streets there now. -To know the Romans founded London which they named 'Londinium'. The River Thames was quick way to transport goods between Britain and Europe. 	<ul style="list-style-type: none"> - To explain how the Romans lived and the changes they made which impacted our lives in Britain today. 	<ul style="list-style-type: none"> influenced by the wider world. - To describe how some of the things studied from past influence life today. - To use information from a range of sources as evidence about the past (pictures, artefacts, diaries, printed sources, internet databases etc). - To communicate learning in an organised and structured way, using appropriate terminology. 	
	Key Vocabulary	Britain Tribes Empire Europe Iron/Lead/Zinc/Copper/Silver/Gold Invasion Emperor Julius Caesar Battles River Thames Century Colchester London Settlements Legacy Aqueducts Londinium	Deeper Learning	Explore Roman Ribchester, the remains and what it can tell us about the way Romans lived.	
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. 	<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. 	<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). 	Online Safety: Ash: Autumn 1: Cycle B Maple: Spring 1: Cycle B

		<ul style="list-style-type: none"> - Trustworthy means to be honest and reliable. 	<ul style="list-style-type: none"> - 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 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,		Deeper Learning	Given a scenario, children can recognise mistakes individuals have made and provide suggesting for improving safety online.
Music (Recorder)	<ul style="list-style-type: none"> - Select and use instruments (Yr2) - Represent sounds with symbols (Yr2) 	<ul style="list-style-type: none"> - Know how to place fingers to play a B, A and G note. - Know how to play a note of long or short duration. - Know that a crotchet is a musical note with the time value of one beat. 	<ul style="list-style-type: none"> - Play simple tunes with notes of long and short duration. - Play tunes using notes B, A and G. - Perform with awareness of what others in the group are playing. 	<ul style="list-style-type: none"> - To understand how to hold and blow into a recorder. - To know how to place the fingers and blow correctly to make the note B. - To know how to place the fingers and blow correctly to make the note A. - To play a simple tune using the notes B and A by changing the fingering. 	- Recorder Stage 2 (Yr5)

				<ul style="list-style-type: none"> - To know how to place the fingers and blow correctly to make the note G. - To play a simple tune using the notes B, A and G by changing the fingering. - To play simple tunes with notes of long and short duration. - To play tunes using notes B, A and G. 	
	Key Vocabulary	Recorder, pitch, notation, note, crotchet and staff.		Deeper Learning	- Read musical notation for simple tunes using notes B, A and G.
French (Colours)	Colours: Ash Cycle A	<ul style="list-style-type: none"> - 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. - 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. 	<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>(Year 4)</p> <ul style="list-style-type: none"> - To listen to, read and repeat rhymes. - To explore patterns and sounds of language through rhyme. - To ask and answer simple questions to give basic information, e.g. what is your favourite colour? <p>(Year 5)</p> <ul style="list-style-type: none"> - To understand the main points from a short, written passage. - To hold a simple conversation by asking and answering questions. - To develop pronunciation using familiar words and phrases.

	Key Vocabulary	- 8 colours: bleu, vert, jaune, rouge, brun, orange, noir, blanc	Deeper Learning	-To develop pronunciation using familiar words and phrases.	
PSHE (Family and Relationships)	What is respect and why is it important?				
	Families and Relationships: Elm and Ash; Cycle A.	<ul style="list-style-type: none"> -Resolve means to solve or end a problem. - Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours or threatening someone. - A stereotype is a very easy and simple idea or opinion of a person, group or thing. - Courtesy is politeness, respect, and consideration for others. -Gender is a way of sorting people into groups based on their sex (Male, Female etc). - Discrimination is the unequal treatment of people based on a particular group they belong to. - Empathy is the ability to be aware of how others are feeling and imagine what it would be like to be in their position. 	<ul style="list-style-type: none"> -Recognise if family relationships are making them uncomfortable / unhappy and where to get help. -Recognise that other families may look different to theirs, but we should respect those differences. - Recognise that stereotypes arise from a range of factors. - Know that stereotypes about disabilities are untrue. -Suggest ways of making others happy. -Describe how making others' happy makes me feel. -Recognise that there are different ways to communicate. 	<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 sometimes problems can occur and help is available if needed. - 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 an understanding of courtesy and manners in a range of situations. 	Families and Relationships (Maple and Elder, Cycle A, Autumn 2)
	Key Vocabulary	Friend, problem, talking, listening, calm, forgive, apologise, bullying (Y4), repeated (Y4), report (Y4), love, gender, stereotype, discrimination, open questions, empathy	Deeper Learning		
Physical Education	Gymnastics: Yr3/4 Gymnastics Activities 1				
	-Demonstrate jumping actions with different shapes in the air.	<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. 	<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. 	<ul style="list-style-type: none"> -To travel using feet and hands and feet. -To show balances in front and back support positions.

	<ul style="list-style-type: none"> -To use hand and feet to travel. -To use an egg roll, pencil roll and teddy roll. 	<ul style="list-style-type: none"> -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"> -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. 	<ul style="list-style-type: none"> -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.	Deeper Learning	Select movements, balances and positions to represent a given theme.	
What do Christians mean by the 'Holy Spirit?'					
Religious Education (Christianity: Church)	Year two- Autumn 2	<ul style="list-style-type: none"> -To know that Pentecost is a Christian holiday that celebrates the time the Holy Spirit descended to the 12 disciples of Jesus -To understand the importance of Pentecost and why it is celebrated. -To know that the holy spirit was the helper Jesus promised. - To know that the fruit/gifts of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control 	<ul style="list-style-type: none"> -To be able to discuss what makes people successful and what qualities people have to ensure they are successful -To share ideas about how we are unique -To discuss what has made us successful and share our own success stories. 	<ul style="list-style-type: none"> -To describe aspects of being human that we should be proud of -To discuss what it means to be a successful human – and the different measures of success that might be applied -To discuss their own sense of value and what is good/unique about being them -To reflect on the people that they value in their lives – and how they show their appreciation -To describe how and why Pentecost is celebrated -To know what Christians mean by the Holy Spirit -To suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities -To identify Christian values exemplified in the gifts/fruits of the Spirit -To identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations - To describe why some Christians might take part in a procession of witness 	<p>Maple/ Ash-Summer 1 Christianity (Church) What does 'love your neighbour' really mean?</p> <p>Elder-Summer 1 Christianity (Church) If life is like a journey, what's the destination?</p>

	Key Vocabulary	Christians, Christianity, Holy Spirt, Pentecost, successful	Deeper Learning	To create a presentation about who inspires them to be successful and discuss what they have done that they are proud of.	