



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 3/4 (Ash Class)		TERM: Autumn 1		Key Text:	The Last Bear by Hannah Gold
				Enrichment Opportunities	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Blue Umbrella (Romance and Pixar Animation)					
English	Stories on a Theme Summer 2 Cycle B	<p>Reading</p> <ul style="list-style-type: none"> -To know root words can help us understand the meaning of words. <p>Writing</p> <ul style="list-style-type: none"> -To know a conjunction links two main clauses together and it can show time, place and a cause. -To know a preposition can show direction, time and place. -To know an adverb describes a verb. -To know direct speech needs inverted commas. <p>Spelling</p> <ul style="list-style-type: none"> -To know ou words which make the ‘ow’ and ‘u’ sound. -To know a blue of homophones. 	<p>Reading</p> <ul style="list-style-type: none"> -To draw inferences around characters thoughts, feelings and actions. -To make predictions based on details stated. -To navigate texts in print. -To sequence and discuss main events from the story. <p>Writing</p> <ul style="list-style-type: none"> -To express time, place and cause using conjunctions. -To use adverbs -To use prepositions -To use inverted commas to punctuate direct speech. <p>Spelling</p> <ul style="list-style-type: none"> -To identify words where the digraph ‘ou’ makes an ow sound. -To identify words where the ‘ou’ makes an u sound. 	<p>Reading</p> <ul style="list-style-type: none"> -To make predictions based on details stated. -To use key words to help us find parts of the text in print. -To sequence key events in the texts. -To listen to whole novels read aloud by the teacher. -To raise questions during the reading process to deepen understanding. <p>Writing</p> <ul style="list-style-type: none"> -To use inverted commas to indicate direct speech. -To use adverbs. -To use prepositions. -To use conjunctions for time, place and cause. <p>Spelling</p>	Short Animation Summer 1 Cycle B

			-To identify words that are homophones or near homophones.	-To spell words where the digraph 'ou' makes an ow sound. -To spell words where the 'ou' makes an u sound. -To spell words that are homophones or near homophones.	
	Key Vocabulary	Adverb, conjunction, preposition, inverted commas.		Deeper Learning	Children combine skills to create sentences which use a variety of descriptive techniques.
The Happy Prince (Traditional Tales)					
	Traditional Tales with a Twist Autumn 2 Cycle B	Reading Writing -To know a preposition can show direction, time and place. -To know an adverb describes a verb. -To know direct speech needs inverted commas. -To know a main clause is a sentence which can stand alone and a subordinate clause relies on a main clause. Spelling -To know words where y makes an I sound. -To know a prefix goes before a root word. -To know 'in' means not as a prefix.	Reading Writing -To use prepositions. -To use adverbs. -To use inverted commas to punctuate direct speech. -To explore and identify main and subordinate clauses. Spelling -To identify words where y makes an I sound. -To identify words with the prefix 'in-' meaning not. -To identify words with the prefix 'il-' 'im-' 'ir-.'	Reading Writing -To use prepositions. -To use adverbs. -To use inverted commas to indicate direct speech. -To identify main and subordinate clauses. Spelling -To spell words where y makes an I sound. -To spell words which contain the prefix in. -To spell words which contain the prefixes: il, im, ir.	Fantasy Spring1 Cycle B
	Key Vocabulary	Preposition, adverb, inverted commas, main clause, subordinate clause.		Deeper Learning	Children can create complex sentences using main and subordinate clauses.
Maths	- Place Value - Addition and Subtraction		Select the files to the right for more detailed guidance.		Yr 3 4 Place Value Yr 3 4 Add and Subtract
Science	How do animals, including humans, move and survive?				

(Animals including Humans)	<ul style="list-style-type: none"> - Explain the basic stages in a life cycle for animals, including humans. - Describe what animals and humans need to survive. - Describe why exercise, a balanced diet and good hygiene are important for humans. - Explain that animals reproduce in different way. 	<ul style="list-style-type: none"> - To know that the body needs a range of food types to survive. - To know that water, oxygen and nutrients are transported in the blood stream. - To know the skeleton supports the body, gives it shape and allows movement. - To know what animals need to survive. - To understand that humans and animals can't produce their own food. 	<ul style="list-style-type: none"> - To talk about and explain different food types and why they are important to humans and animals. - To talk about how humans and animals get nutrients from their food. - To think about and explain why animals and humans need a skeleton. - To talk about the role that muscles play in our body. 	<ul style="list-style-type: none"> - To explain the importance of a nutritious, balanced diet. - To explain how nutrients, water and oxygen are transported within animals and humans. - 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. - To ask Relevant scientific questions - To use observations and knowledge to answer scientific questions - To set up a simple enquiry to explore a scientific questions. 	- Animals including humans (Yr4)
	Key Vocabulary	Movement, muscles, bone, skull, nutrition, skeletons	Deeper Learning	- To understand that our skeletons and muscles can change.	
Geography (Volcanoes)	What are volcanoes and why do they happen?				
	<ul style="list-style-type: none"> - To know a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. - To know the three types of volcanoes: active, dormant or extinct. 	<ul style="list-style-type: none"> -To identify the features of a volcano e.g. magma chamber, crater, ash cloud. - To locate world famous volcanoes on a map. - To identify the type of volcano: active, dormant or extinct. 	<ul style="list-style-type: none"> - To explain what a volcano is. - To name the parts of a volcano. - To identify famous volcanoes around the world. 	<ul style="list-style-type: none"> - To describe and understand rivers and water cycles. (Y5- future physical geography study) 	

		<ul style="list-style-type: none"> - To know volcanic eruptions are caused by tectonic plates moving towards each other. - To explain the process of a volcanic eruption. 		<ul style="list-style-type: none"> - To be able to name the three states of a volcano. - To be able to describe how a volcano erupts. 	
	Key Vocabulary	Volcanoes, magma, layers, vent, natural disaster, tectonic plates, eruption, equator.	Deeper Learning	To make comparisons between volcanoes and other natural disasters e.g. tsunamis, earthquakes.	
Computing (Basic Skills)	How can I work efficiently when using a laptop?				
	<ul style="list-style-type: none"> - Type words using letters on a keyboard (Yr2) - Do a simple internet search and follow links to websites (Yr2). - Open, save and close a file (with support) (Yr2). 	<ul style="list-style-type: none"> - To crop a photo means to trim or cut back parts of the image. - To rotate is to turn an image around clockwise or anti-clockwise. - Holding down the SHIFT key whilst pressing a letter will make it a capital letter. - Pressing the 'CAPS LOCK' key once will make all subsequent letters a capital until the CAPS LOCK key is pressed again. - A keyword is an important word which helps us search for a particular web page or topic. 	<ul style="list-style-type: none"> - Know how to turn on a range of devices (iPads, laptops). - Type the appropriate letters / numbers using a physical or digital keyboard. - Locate specific keys on a physical or digital keyboard (Caps Lock and Shift). - Manipulate digital images by cropping and rotating. 	<ul style="list-style-type: none"> - To log onto a laptop independently. - To use passwords to log onto secured apps (e.g., bug club, Rockstar Maths etc.) - To use iPads to capture, locate and save photos in a specified place on the network. - To type words on a keyboard with increasing fluency (and stamina). - To create capital letters with the 'caps lock' key. - To use child friendly search engines for independent research. - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To locate, open and edit a saved file then resave. 	<ul style="list-style-type: none"> - Type using two hands (Yr5). - Copy and paste text (Yr5) - Develop effective search techniques using keywords (Yr5)
	Key Vocabulary	Crop, rotate, image, Shift Key, Caps Lock, keyword, capture, search engine, edit.	Deeper Learning	- Children research and use more keyboard shortcuts to help them become more efficient.	

Music (Performing and Singing)	Y2 - Keep in time to the beat. - Understand different sounds our voices can make. - Use their voice expressively - Perform songs playing in time	- Know the difference between live and recorded music. - Know how to share their opinion on a piece of music. - Know how to use expression when performing. - Know techniques to sing within a group. - Know how to perform with awareness of a group singing or playing.	- Sing songs clearly and starting to show control with pitch. - Show an awareness of musical expression when performing to an audience. - Identify how to maintain a part in a song within a group. - Analyse performance techniques within a group that is singing or playing.	- To sing songs clearly and starting to show control with pitch. - To start to show control of pitch. - To show an awareness of musical expression. - To perform to an audience. - To maintain a simple part of a song within group. - Perform with awareness of what others in the group are singing or playing.	Y4 - Maintain a simple part of a song within group. - Perform with awareness of what others in the group are singing or playing.
	Key Vocabulary	Rhythm Pitch Dynamics Texture (thick/thin) Tuned Untuned Woodwind, brass, percussion, keyboard, guitar and strings	Deeper Learning	- Children are confident singing and perform solo	
PSHE (Online Safety)	How do we stay safe online?				
	- Online Safety: Ash, Autumn 1, Cycle B - Online Safety: Yr2, Autumn 1)	- Cyberbullying is when someone uses technology to harass, threaten, embarrass, or target another person. - Plagiarism is when you use someone else's words or ideas and pass them off as your own. - Digital citizenship is using technology to communicate with others online and know how to use the internet in a safe and responsible way.	- Know different ways of staying safe online and be able to explain these to others. - Know appropriate responses to hurtful messages or comments online.	- To recognise the definition of cyberbullying. - To know how to respond to a hurtful message or comment online. - To know what plagiarism is. - To explain what digital citizenship is. - To explain to others how to stay safe online.	- Online Safety: Ash, Autumn 1, Cycle B. - Online Safety: Maple, Autumn 1 Cycle B
Key Vocabulary	Cyberbullying, threaten, embarrass, target, plagiarism, digital citizenship.		Deeper Learning	Children show an awareness of their own online safety and can explain multiple ways of staying safe online.	
Physical Education (Net and Wall)	Net and Wall: Core Task 1				
	- Fundamental Movement Skills: Year 2	- A throw is a way of sending something through the air with force.	- Throw a range of different objects with accuracy. - Catch a ball or other object with one or two hands. - Strike a ball into space.	- To explore different throwing actions. - To consolidate throwing actions and practise catching.	- Net and Wall: Ash Class, Autumn 1, Cycle B

		<ul style="list-style-type: none"> - A catch is a way of grabbing an object (with one of two hands) before it touches the floor. - To strike a ball is to hit it into a space using a bat of the palm of the hand. 	<ul style="list-style-type: none"> - Use a racket to hit a ball into a space. 	<ul style="list-style-type: none"> - To suggest ideas and practices to improve play. - To strike a ball using hand or small bat. - To practise striking with a racket. - To consolidate striking and ball control skills. 	<ul style="list-style-type: none"> - Net and Wall: Maple Class, Spring 2, Cycle B
	Key Vocabulary	Throw, catch, strike, palm		Deeper Learning	Children show control over movements and can strike a ball into open space to gain an advantage.
	How (and why) have some people served God?				
Religious Education (Christianity: God)	Christianity (God)- Does how we treat the world matter?	<ul style="list-style-type: none"> -To know that an inspirational person is defined as ‘a person that motivates, uplifts, or gives us the confidence to do something and keep going. - To know that Abrahamic faiths are Judaism, Christianity and Islam. They are faiths that worship the same one God. - To know that a prophet is someone who speaks on behalf of God and declares publicly a message from God. - To share the stories of Abraham and Moses. - To discuss why these people were inspired to live a life of service to God. - To know that a vocation for Christians is defined as doing a job they believe God has asked them to do. 	<ul style="list-style-type: none"> - To discuss what qualities inspirational people have. -To share ideas of a good role model and how they set a good example for others to follow. - To share inspirational people, they have in their lives or famous role models. - To discuss how the stories of Abraham and Jonah show how God cares greatly about the world he created. - To share ideas about how God revealed himself in these stories and why they chose to follow Gods word. - To discuss if Abraham and Moses were good role models to everybody or just Christians. 	<ul style="list-style-type: none"> - To identify inspirational people/role models for the world today - To describe the qualities that inspirational people might have - To discuss what makes a good role model and why - To know that Abrahamic faiths believe in prophets. -To identify Christian beliefs and values contained within stories of the prophets. - To suggest why these prophets chose to listen to and follow God. - To identify Christians who might be described as people who listened and followed God. - To describe how and why some Christians might devote their loved to serving God. - To talk about what is meant by a sense of vocation. 	Christianity (God)- Why is it sometimes difficult to do the right thing?
	Key Vocabulary	Inspirational, prophet, Abrahamic faith, vocation		Deeper Learning	To discuss does serving others involve personal sacrifice? Why might some people want to live a life of

				service? Does it matter who or what we choose to serve?
French (Age and Numbers)	Age and Numbers			
	Age and Numbers Ash (Autumn 1 Cycle B)	<ul style="list-style-type: none"> - To know the French numbers from 0-10 - To know the French numbers from 10-20. - To know the French words for the 12 months of the year. 	<ul style="list-style-type: none"> - Recognise the written French for numbers to 10. -Recognise the written French for numbers to 10-20. - Identify the written French for 12 months of the year. - Spell French numbers correctly. 	<ul style="list-style-type: none"> - To listen to and repeat songs. - To explore patterns and sounds of language through song. -To listen to, read and repeat rhymes. - To explore patterns and sounds of language through rhyme.
	Key Vocabulary	<ul style="list-style-type: none"> - Quel âge as-tu? - 0 zéro ,1 un, 2 deux, 3 trois, 4 quatre, 5 cinq, 6 six, 7 sept, 8 huit, 9 neuf, 10 dix -11 onze,12 douze, 13 treize,14 quatorze,15 quinze, 16 seize,17 dix-sept, 18 dix-huit,19 dix-neuf, 20 vingt - Janvier - January -Février - February -Mars - March -Avril - April -Mai - May -Juin - June -Juillet - July -Aout - August -Septembre -September -Octobre - October -Novembre - November -Décembre - December 	Deeper Learning	Speak confidently and fluently using correct pronunciation.

Year 3

Year 4