



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 3/4 (Ash Class)		TERM: Summer 2		Key Text: Secret Agent Jack Stalwart The Caper of the Crown Jewels by Elizabeth Singer Hunt	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<i>The Princess and the Pea by Lauren Child (Traditional Tales)</i>					
English	Traditional Tales Elm	<p>Reading -Know how to make predictions. -Know how to explain the meaning of unfamiliar words by using context. -To know how to make inferences by using evidence from the text. -To know how to identify a key idea in a text.</p> <p>Writing -To know a noun phrase is ‘adjective, adjective noun’. -To know a fronted adverbial is a phrase that begins a sentence to describe the action that follows. -To know commas follow a fronted adverbial. -To know inverted commas show speech.</p>	<p>Reading -Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) -Identify, analyse and discuss themes. -Predict what is happening next using knowledge of the text. -Make inferences on characters based on their thoughts and actions.</p> <p>Writing -Create sentences including noun phrases. -Collect and select appropriate fronted adverbials. -Create sentences including a fronted adverbial, followed by a comma.</p>	<p>Reading To make predictions. To explain the meaning of unfamiliar words using context. To make inferences using evidence from the text. To identify a key idea in a text.</p> <p>Writing <i>To use expanded noun phrases.</i> <i>To use a variety of fronted adverbials.</i> <i>To use commas after fronted adverbials.</i> <i>To use inverted commas and other punctuation to indicate direct speech.</i></p> <p>Spelling To spell words ending in sure. To spell words ending in ‘-al’. To spell words ending in ‘-le’. To spell words where ‘y’ makes an /i/ sound/ To spell words with sure. To spell words where ‘ch’ makes a /sh/ sound.</p>	Novel as a theme Maple

		<p>Spelling To know words ending in sure. To know words ending in '-al'. To know words ending in '-le'. To know words where 'y' makes an /i/ sound/ To know words with sure. To know words where 'ch' makes a /sh/ sound. To know words that are adverbs of manner. To know words with 'c' before 'i' and 'e' To know words containing 'phon' and 'sign'. To know words ending in 'ious' and 'eous'.</p>	<p>-Identify where inverted commas should go in a sentence. -Identify other punctuation required to indicate speech.</p> <p>Spelling To learn words ending in sure. To learn words ending in '-al'. To learn words ending in '-le'. To learn words where 'y' makes an /i/ sound/ To learn words with sure. To learn words where 'ch' makes a /sh/ sound. To learn words that are adverbs of manner. To learn words with 'c' before 'i' and 'e'. To learn words containing 'phon' and 'sign'. To learn words ending in 'ious' and 'eous'</p>	<p>To spell words that are adverbs of manner. To spell words with 'c' before 'i' and 'e'. To spell words containing 'phon' and 'sign'. To spell words ending in 'ious' and 'eous'.</p>	
	Key Vocabulary	Inverted commas, fronted adverbials, noun phrases, main clause, subordinate clause	Deeper Learning	To create a traditional tale with a twist	
Character Description					
Stories with familiar settings- decription Elm	Writing -An adjective describes a noun in further detail. -An expanded noun phrase adds descriptive detail to a simple noun with one or more adjective or by adding a prepositional phrase.	Writing Write a character description using a range of skills. To proofread and check my work.	Writing - To use strong adjectives and expanded noun phrases to show character. -Use relative clauses and adverbs of manner to describe personality and movements. -To use similes and metaphors to describe physical appearance and demeanour.	Setting description- Elder	

		<p>-A relative clause is a type of subordinate clause that adds extra information.</p> <p>-An adverb tells you how something happened.</p> <p>-A simile compares two things using as or like.</p> <p>-A metaphor is a figure of speech that compares two unlikely things,</p>				
	Key Vocabulary	Adjectives, expanded noun phrases, relative clauses, adverbs, similes, metaphors.	Deeper Learning	Share character descriptive writing to a partner and the partner should be able to draw a detailed picture based on the description.		
Maths	<ul style="list-style-type: none"> - Geometry: Shape - Statistics <ul style="list-style-type: none"> - Geometry: Position and Direction 	Select the files to the right for more detailed guidance.	Yr3 4 Shape Yr3 4 Statistics Yr3 4 Position and Direction			
Science	How does what we eat affect us?					
	Yr3- animals including humans	<ul style="list-style-type: none"> - To know that the role of the digestive system is to digest and absorb food and then excrete the waste products. - to know that the digestive system consists of a series of connected organs together. - To know that the digestive system includes the mouth, oesophagus stomach, small intestine, large intestine, rectum and anus. - To know the mouth is where the teeth, tongue, and saliva work together to start the digestion process. - To know the oesophagus moves food from the mouth to the stomach. - To know that the stomach has a role in breaking food down. 	<ul style="list-style-type: none"> - To identify the organs in the digestive system - To explain how the digestive system works - To experiment how the digestive system digests and absorbs food. - To explore how saliva aids the digestion process. - To create a diagram to show how the oesophagus moves food from the mouth to the stomach. - To plan and carry out an investigation to explore how the stomach helps break down food. - To carry out research to explore how the small intestine absorbs nutrients into the body. 	<ul style="list-style-type: none"> - To identify and name the parts of the human digestive system. - To describe the functions of the organs in the human digestive system. - To identify and describe the different types of teeth in humans. - To describe the functions of different human teeth. - To ask relevant questions - To draw conclusions and suggest improvements. - To make a prediction with a reason. 	Yr6 animals including humans	

		<ul style="list-style-type: none"> - To know the small intestine is involved in absorbing nutrients into the body. - To know that we have canines, incisors, premolars, molars. - To know that molars are used for chewing and grinding food. - To know incisors are used for biting and cuttings food. - To know what canines are for tearing and ripping food. 	<ul style="list-style-type: none"> - To investigate the role of different teeth. - To plan an investigation and ask relevant questions about the digestive system. 			
	Key Vocabulary	mouth - tongue - teeth - oesophagus - stomach - small Intestine - large Intestine - canine - incisor - molar	Deeper Learning	To explore how the oesophagus moves food from the mouth to the stomach.		
How has the leadership of recent monarchs impacted Britain?						
History	Year 2 Queen Victoria	<ul style="list-style-type: none"> - To know that Queen Victoria was the Queen of Britain. - In Victorian times, steam power was invented. This allowed people to make things in big factories rather than by hand. This was called the Industrial Revolution. - To know that Queen Elizabeth was the longest recent reigning recent monarch (70 years). - To know that she was the head of the Commonwealth and encouraged peace between 56 countries. - To know that King Charles is the current monarch. - To know that the next person in line for the throne is Prince William. 	<ul style="list-style-type: none"> - To identify where some periods studied fit into a chronological framework. - To explain what a leader is and what they do. - To understand what a monarch is and what they do for the country. - To explain how the invention of steam power changed Britain. - To order recent monarchs chronologically. - To explain why the Commonwealth is so important. - To explain the monarchy family tree and the succession of the throne. - To explain the changes Queen Victoria and Queen Elizabeth made in their reign and the impact. 	<ul style="list-style-type: none"> - To make connections between and across periods such as differences between clothes, homes, buildings or transport. - To understand some of the ways in which people's lives have shaped the UK. - To describe how some of the things studied from past influence life today. 	Year 6 cycle A Henry VIII	
	Key Vocabulary	Monarch, King, Queen, throne, succession, Victorian, Industrial Revolution, Commonwealth	Deeper Learning	To consider which monarch made the greatest impact on Britain and why		
Art	How did Vincent van Gogh create his masterpieces?					

(Printing)	Elm-Printing-Summer 1	<ul style="list-style-type: none"> - Know that Vincent Van Gogh was a famous 19th century post-impressionist painter. - Know that block printing is where materials can be carved and covered in ink and transferred to an image onto paper or fabric. - Know red, orange and yellow are warm colours which evoke feelings of happiness whereas darker shades of grey may create a moodier tone. 	<ul style="list-style-type: none"> - Use pen/pencil to press into a polystyrene block to carve into the foam a design. Then, add ink to a clear acrylic square, roll it over the block and press the block onto the paper. - Use a brush to dip into a water and colour and use a sweeping motion from one side of the paper to another. - To use different colours to create different effects and textures with paint. - To experiment with thickened paint such as acrylic. - To experiment with different colours to create mood and expression. - To create different effects and textures with paint according to what they need for a task. 	<ul style="list-style-type: none"> - To experiment using different effects and textures including blocking in. - To experiment using different effects and textures including colour washes. - To experiment using different effects and textures including thickened paint. - To mix and use tints and shades to create moods and expression. - To make preferences on skills learned for a final outcome. 	Maple-Printing-Cycle B
	Key Vocabulary	Mood, expression, blocking in, colouring washes	Deeper Learning	To combine blocking in and colour washes.	
Computing (Programming)	Year 2: Programming, Spring 2	<ul style="list-style-type: none"> - An algorithm is like a recipe for making something, but instead of cooking, we use it to tell a computer what to do step by step. - The word 'repeat' tells a computer to do the same thing over and over again until you tell it to stop. - To debug is to spot a problem in an algorithm and correct it. - Directional commands tell a computer which way to move or perform an action. 	<ul style="list-style-type: none"> - Can plan and write an algorithm. - Can carefully sequence programming commands. - Use repeat commands in an algorithm. - Spot problems in algorithms and correct them. - Use commands to tell a computer programme which way to turn or move. 	<ul style="list-style-type: none"> - To plan and write an algorithm. - To sequence programming commands correctly. - To use repeat commands. - To test algorithms and spot problems (debug). - To independently write algorithms using sequence, repetition and selection. - To debug algorithms. - To use directional commands to control an external device (e.g. innoBots). 	Ash Class: Programming, Spring 2
	Key Vocabulary	Algorithm, debug, program, sequence, repetition, selection, commands	Deeper Learning		

Design Technology (Cooking)	Year 2: Design Technology- Food, Spring 1	<ul style="list-style-type: none"> - Know a range of cooking techniques including cutting, chopping and preparing ingredients. - Know a range of cooking techniques including serving and garnishing. - Know how to use a knife. 	<ul style="list-style-type: none"> - Use technology to find dishes. - Sketch my design. - Work safely with equipment. - Use cooking techniques to prepare a recipe. - Suggest improvements to a final design. - Use creativity to create an aesthetically appealing dish. 	<ul style="list-style-type: none"> - To use technology to research dishes. - To draw, design and label my food dish. - To follow a simple recipe to create a food dish. - To cut, chop and prepare ingredients for a recipe. - To use a range of cooking techniques to prepare a recipe. - To evaluate and suggest improvements once my final design has been made. 	Maple Class: Design Technology- Food- Cycle yeA-Spring 1
	Key Vocabulary	Design, cut, chop, prepare,	Deeper Learning	Suggest improvements of final design	
PSHE (Safety and the Changing Body)	Year 3				
	How do we keep ourselves safe?				
- Safety and the Changing Body (Yr2)	<ul style="list-style-type: none"> - Understand that cyberbullying is bullying which takes place online. - Know the signs that an email might be fake. - Know the rules for being safe near roads. 	<ul style="list-style-type: none"> - Explore ways to respond to cyberbullying or unkind behaviour online. - Develop skills as a responsible digital citizen. - Identify unsafe things people might do near roads unsafe. - Begin to recognise unsafe digital content. 	<ul style="list-style-type: none"> - To show an understanding that they must consider their own safety before helping others in an emergency situation. - To understand how to help someone who has been bitten or stung. - To write an email with instructions written using positive language. - To create a decision tree showing how to deal with unkind online behaviour and cyberbullying. - To send an email that describes some of the best ways to avoid being tricked by fake emails. 	- Safety and the Changing Body (Yr4)	
Key Vocabulary	Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries	Deeper Learning	Which features can you use on a device to protect you from unsafe content? Give children opportunities to solve real life problems, giving advice to others regarding online safety. Challenge children to explain why they know an email may be unsafe.		

	Year 4				
	How do we keep ourselves safe?				
	- Safety and the Changing Body (Yr3)	- Understand that there are risks to sharing things online. - Know the difference between private and public. - Understand the risks associated with smoking tobacco. - Understand the physical changes to both male and female bodies as people grow from children to adults. - Know that asthma is a condition that causes the airways to narrow.	- Discuss how to seek help if I need to. - Explore what to do if an adult makes me feel uncomfortable. - Learn about the benefits and risks of sharing information online. - Discuss the benefits of being a non-smoker. - Discuss some physical and emotional changes during puberty. - Learn how to help someone who is having an asthma attack.	- To understand the reasons for legal age restrictions. - To understand how quickly information can spread on the internet and some of the risks associated with that. - To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. - To understand the difference between private and public, and secrets and surprises. - To understand how search engines work and whether information is useful. - To understand the changes they have already gone through and aware of some changes to come. - To understand that they will change physically as they develop into adults. - Understand some of the risks of smoking and some of the benefits of being a non-smoker.	- Safety and the Changing Body (Yr5)
Key Vocabulary	Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco	Deeper Learning	Which features can you use on a device to protect you from unsafe content? Write a letter to explain to a younger child why sharing information online can be dangerous.		
Physical Education (Athletics and Striking and Fielding)	Athletics				
	- Athletics: Ash Class, Summer 2 (Cycle A) - Athletics: Yr2 Summer 2	- Know a pull action throw is used to throw an object over a long distance. - Know that a push throw is used to throw a heavy object. - Know that bending knees and pushing feet down into the ground can improve a push throw.	- Throw objects over a range of distances using different actions (push, pull, sling). - Jump from two feet to feet for distance. - Combine a hop, step and a jump.	- To throw using a pull action. - To explore different running techniques. - To throw using a push action. - To perform the sling throwing action.	- Athletics: Ash, Summer 2 (Cycle A) - Athletics: Maple, Summer2 (Cycle A)

		<ul style="list-style-type: none"> - Know that a triple jump combines a hop, step and a jump. 	<ul style="list-style-type: none"> - Recognise what they need to do to improve their own performance. - Suggest improvements to others' performance. - Hold a baton / quoit and pass to a partner with speed. - Explore combinations of jumps to maximise distance. 	<ul style="list-style-type: none"> - To develop jumping actions (two feet to two feet for distance). - To throw for distance using a pull, push and sling throw. - To pass a quoit/baton to a teammate in a relay. - To perform a hop, step and jump. - To perform a combination of 5 jumps. 	
	Key Vocabulary	Pull action, technique, push action, sling throw, quoit, baton, relay	Deeper Learning	<ul style="list-style-type: none"> - Children use bodies effectively to improve performance. - Children can evaluate others' performance and suggest ways to increase distance (throw) or speed (run). 	
Striking and Fielding - Rounders					
	<ul style="list-style-type: none"> - Games: Yr2, Summer Term - Striking and Fielding: Ash, Summer2 (Cycle A) 	<ul style="list-style-type: none"> - Know the correct technique for bowling a ball underarm. - Know that tactics can be used to gain an advantage over an opponent. - Know an underarm throw is used for accuracy over a short distance. - Know that, when fielding it is important to stand in a strategic position. 	<ul style="list-style-type: none"> - Throw a ball underarm with accuracy. - Catch a ball using two hands and one hand over increasing distance. - Bowl a ball with increasing accuracy. - Suggest ways of improving own and others' performance. 	<ul style="list-style-type: none"> - To demonstrate an underarm throw with accuracy. - To catch a ball in a striking and fielding game. - To strike a ball from a tee or a drop feed. - To catch a ball in striking and fielding game. - To apply a simple tactic in a striking and fielding game. - To demonstrate bowling a ball underarm with accuracy. - To make a simple assessment of their own performance based on the success criteria. 	<ul style="list-style-type: none"> - Striking and Fielding: Maple, Summer2 (Cycle A)
	Key Vocabulary	Underarm throw, striking and fielding, tee, tactics, bowling, success criteria, opponent.	Deeper Learning	<ul style="list-style-type: none"> - Children consider where to strike a ball from a tee to gain an advantage. - Children can strike a ball bowled by an opponent into space. - Children show a deeper understanding of how to improve performance. 	
Why is family an important part of Hindu life?					
Hindu Dharma	Elm- Hindu Dharma How might people	<ul style="list-style-type: none"> - The Divine is defined as the idea that there is something very special and powerful beyond our understanding that guides and protects us. 	<ul style="list-style-type: none"> -To discuss what would happen if I didn't do my duties. 	<ul style="list-style-type: none"> -To understand what is meant by a duty. To discuss what duties we must do. 	Maple- Hindu Dharma What might a Hindu learn through

	express their devotion?	<ul style="list-style-type: none"> - To know the pathways to the divine are either; <ul style="list-style-type: none"> o Meditation o Love and devotion o Action (doing good deeds without Expecting anything in return) knowledge - To know the three debts are duty owed to God/the deities, duty owed to teachers, and duty owed to family. - To know the five daily duties are <ul style="list-style-type: none"> o Worship God o Study the Vedas & scriptures o Contemplate on teachings of holy men o Provide alms o Show hospitality 	<ul style="list-style-type: none"> - To share opinions if our class teachers/parents didn't do their duties. Would this matter? - To discuss where we get our duties from. 	<ul style="list-style-type: none"> - To know that Hindus believe there are many pathways to the Divine. - To understand the belief of the 'Three Debts'. - To know that there are five daily duties - To describe how and why Hindus might celebrate Raksha Bandhan. - To identify religious teachings contained within the Hindu story of Rama and Sita. - To suggest how the Story of Rama and Sita might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	celebrating Diwali?
	Key Vocabulary	Duty, duties, Divine, Hindu Dharma, debts	Deeper Learning	-To create their own pathway to something special in their live. Discuss what steps can be taken.	
French (Body Parts)					
	Year 3 - To say words and phrases that match pictures.	<ul style="list-style-type: none"> - To name the main parts of the body. - Know the French vocabulary for body parts. - Know how to sing and pronounce head, shoulders, knees and toes in French. - Know the meaning of pictures of body parts and how to match it to French vocabulary. - Know how to write phrases on body parts using new vocabulary. - Know how to locate words in a 	<ul style="list-style-type: none"> - To identify the meaning of vocabulary by matching pictures and words. - To use songs or rhymes to help me remember new language. - To say words and phrases that match pictures. - To understand the meaning of simple pictures and attempt to respond. - To be able to write a few simple words and phrases about where a body part is. - To write simple, familiar phrases within a sentence writing frame. 	<ul style="list-style-type: none"> - To understand the French vocabulary for body parts. - To recognise and repeat sounds and rhymes with increasing accuracy. - To use French pronunciation of the alphabet to spell words. - To say words and phrases that match pictures. - To speak in sentences, using familiar vocabulary about where a body part is. - To use a range of vocabulary to create words and phrases. 	Year 4 - To ask and answer simple questions to give basic information. Year 5 - To hold a simple conversation by asking and answering questions.

		<p>dictionary to develop topic vocabulary further.</p> <ul style="list-style-type: none"> - Know how to respond to a question about where a body part is in French. 	<ul style="list-style-type: none"> - Ask and answer simple questions to give basic information about a body part. - Use a French dictionary to develop topic vocabulary further. 	<ul style="list-style-type: none"> - To read and understand written phrases. - To ask and answer simple questions to give basic information about a body part. - To write simple, familiar phrases within a sentence writing frame about a body part. 	
	Key Vocabulary	la tête, le bras, la jambe, la main, le pied, les yeux , le nez, la bouche	Deeper Learning		

Year 3

Year 4