





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class)		TERM: Spring 1		Key Text:	The Incredible Book Eating Boy The Barnabus Project-Guided Reading
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Incredible Book Eating Boy					
English	Year 2 Summer 1: Animal Adventure Stories	Reading -Know that an inference is a conclusion using reasoning. -Know a range of themes in the class story including good over evil, friendship and identity. -Know the format of point, evidence and explain. Writing -Know the rules of speech. -Know that a simile describes something by comparing it to something else, using like or as. -Know that a preposition is a word that tells you where or when something is in relation to something else. Spelling -Know words with the prefix 'mis-'.	Reading -Use clues to make inferences. -Use skim and scan to retrieve information. -Discuss themes in a book and explain them. -Pick out vocabulary and varied sentence structure which may capture a reader's interest. - Use point, evidence and explain to answer questions. Writing -Apply the rules of speech to writing. -Use a planned success criterion to deliver writing. -To write a story with the same characters but a different plot. - To proofread, edit and improve writing. Spelling -Learn words with the prefix 'mis-'.	Reading -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. - Retrieve and record information. -Identify themes and conventions. -To discuss words and phrases that capture the reader's interest and imagination. -To use point, evidence and explain. -Summarise a text. Writing -To use similes. -To use prepositions. -To use inverted commas for inner thoughts. Spelling	Year 4/5- Float-Novel

		<ul style="list-style-type: none"> -Know words where 'ing', '-er' and 'ed-' are added to multisyllabic words. -Know words with the diagraph 'ai' and the tetagraph 'aigh'. -Know words with the diagraph 'ei' and tetagraph 'eigh'. -Know words where the diagraph 'ey' makes an /ai/ sound -Know words with the suffix '-ly'. -Know words ending in '-lly'. -Know words where 'ch' majes a /sh/ sound. -Know words ending in '-sion' -Know words ending in 'ous'. 	<ul style="list-style-type: none"> -Learn words where 'ing', '-er' and 'ed-' are added to multisyllabic words. -Learn words with the diagraph 'ai' and the tetagraph 'aigh'. -Learn words with the diagraph 'ei' and tetagraph 'eigh'. -Learn words where the diagraph 'ey' makes an /ai/ sound -Learn words with the suffix '-ly'. -Learn words ending in '-lly'. -Learn words where 'ch' majes a /sh/ sound. -Learn words ending in '-sion' -Learn words ending in 'ous'. 	<ul style="list-style-type: none"> -Words with the prefix 'mis-'. -Words where 'ing', '-er' and 'ed-' are added to multisyllabic words. -Words with the diagraph 'ai' and the tetagraph 'aigh'. -Words with the diagraph 'ei' and tetagraph 'eigh'. -Words where the diagraph 'ey' makes an /ai/ sound -Words with the suffix '-ly'. -Words ending in '-lly'. -Words where 'ch' majes a /sh/ sound. -Words ending in '-sion' -Words ending in 'ous'. 	
	Key Vocabulary	Inference, simile, speech, preposition	Enrichment Opportunities	Drama/Role Play	
Hammer the Grammar / Letter Writing					
Elm-Recount-Letters	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -Know that an expanded noun phrases adds more detail to a noun by adding one or more adjectives. <p>Letter Writing</p> <ul style="list-style-type: none"> -Know a range of features in letters. 	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To choose a range of powerful adjectives before a noun. <p>Letter Writing</p> <ul style="list-style-type: none"> -Identify difference between formal and informal letter. -Complete research for a letter. -Plan a letter. -Write a letter. 	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To know expanded noun phrases. -To create expanded noun phrases. <p>Letter Writing</p> <ul style="list-style-type: none"> -To know whether a letter is formal or informal. -To know the features of a letter. -To research the Great Plague for a letter. -To plan a letter. -To write a letter in the perspective of somebody in the Great Plague. 	Maple-Kick-Persuasive Letter	

	Key Vocabulary	Expanded noun phrase, formal, informal	Enrichment Opportunities	Cross curricular link with History- Great Plague.	
Maths	- Multiplication and Division - length, Area and Perimeter	Select the files to the right for more detailed guidance.	 Year3_4_Multiplication and division B.pdf	 Year_3_4_Length and perimeter.pdf	
Why do some objects move differently on different surfaces?					
Science (Forces)	Materials and their properties- Elm	<ul style="list-style-type: none"> -to know a force is a pull or a push in a particular direction - to know contact is not always needed to move objects. -to know forces, result from an objects interaction with another object. -to know objects move differently on different surfaces -to know objects travel slower on surfaces that are rough and quicker on surfaces that are smooth. -to know friction is a force that occurs when two objects rub against each other -to know friction acts in the opposite direction from the motion of an object -to know if there is more friction an object will slow down quicker. To know if there is less friction, the object will slow down slower. -to know that magnetism is a type of force -to know there are different types of magnets including bar, ring, button and horseshoe. -to know some of these magnets are stronger than others. Magnetic forces can act without contact. 	<ul style="list-style-type: none"> -explore a range of toys/games that involve forces to move them. -record examples of pushes and pulls -to investigate objects moving across different surfaces. Using cars on ramps, measure the distance travelled and record results. -explore different objects on different surfaces -to explore magnets and how they move. -Discuss enquiry methods and describe a fair test. -Decide what to observe and record during an investigation. -Take accurate measurements using standard measurements -Record scientific findings with support such as writing frames, tables, diagrams and charts. 	<ul style="list-style-type: none"> -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. -Discuss enquiry methods and describe a fair test. Decide what to observe and record during an investigation. Take accurate measurements using standard measurements Record scientific findings with support such as 	States of matter- yr4 ASH

				writing frames, tables, diagrams and charts.	
	Key Vocabulary	magnetic - force - contact - attract - repel - friction - poles - push - pull	Enrichment Opportunities	To invent their own toy/game that involve forces to move them	
Why was the Great Plague so devastating?					
History	Oak (Y1) Great Fire of London Elm (Y2) Victorians Christopher Columbus Significant Explorers	<ul style="list-style-type: none"> - To know that the plague was a dangerous infection that killed many people and spread very fast. - The Black Death is probably the most famous pandemic in history. Between 1347 and 1351. - More peasantry (poor people) died than any other group of people. - The plague returned many times. - The biggest outbreak in the UK was between 1665- 1666. - The plague caused fever, aching and vomiting, before painful buboes would appear and, for around half, death would swiftly follow. - Plague doctors wore a beaked mask. - People who were infected had a red cross marked on their door. - They had to quarantine for 40 days. - There was no cure but Winter brought it to an end. - Many factors in medieval times contributed to its rapid spread. - People lived in cramped wooden houses; 	<ul style="list-style-type: none"> - To explain what the Black death and plague were. - To list the symptoms of the illness. - To explain the factors of medieval life that contributed to the plague's quick spread and lack of cure. - To explain what changes important changes the plague brought about 	<ul style="list-style-type: none"> - To identify where some periods studied fit into a chronological framework. 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 use information from a range of sources as evidence about the past (pictures, artefacts, diaries, printed sources, internet databases etc). 	Maple Anglo- Saxons/ Vikings Romans/ Egyptians Islamic achievements/ inventions Elder WW2 Mayans Henry VIII Medieval/ Tudor Crime and punishment

		<ul style="list-style-type: none"> - Streets were not clean as there was no waste collection; - Houses did not have running water; - Many families shared privies which created sewers in streets; - Many animals were used for transport or farmed. Manure attracted more rats. - Fleas from rats spread the disease to humans. - Those who did not die from it argued for better pay and lower rent due to shortage of workers. - So many people were dying that the Church did not have enough priests to hold religious services. People began to question God and the church as they began to believe they were wicked. 				
	Key Vocabulary	Black death, plague, infection, pandemic, quarantine, plague doctors, sewers, waste, cleanliness, transport, attract, disease, peasantry.	Enrichment Opportunities	Make a plague mask. Visit museum.		
Art (Sculpture)	Elm: Sculpture- Using recycled plastic	<ul style="list-style-type: none"> - Scoring is scratching marks on the surface of clay to join. - Slip is a liquid mix of pieces of clay in water. - Malleable materials are materials that you can easily manipulate and that if a material is malleable then it can be easily transformed with hands or tools. 	<ul style="list-style-type: none"> - To research existing designs and then plan and design from observation. - To investigate a range of textures, patterns and imprints, for example, use of tree bark, fingers, leaves and bubble wrap. - To score, slip and stick clay to join clay. 	<ul style="list-style-type: none"> - Know what clay is and know techniques. - To investigate sculpture and express opinions. - To plan, design and make models from observation. - To join clay adequately and construct a simple base. 	Maple-Sculpture-Cycle A-Summer 2	

			- To choose favourite patterns to create textures in malleable materials.	- To join clay adequately and construct a simple base for extending and modelling other shapes. (Y4) - To create surface patterns and textures in malleable materials.	
	Key Vocabulary	Join, malleable, modelling, texture, slip, score	Enrichment Opportunities	Join clay and create intricate, complex, patterned texture.	
PSHE (Health and Wellbeing)	Health and Wellbeing				
	Year 2 Health and Wellbeing	-Relaxation helps our bodies to feel calm. -A strength is a quality that someone has that helps them. -A goal is something I want to achieve in the future. -Consent is asking for, and receiving, a person's permission to do something. -Mental health includes our emotional, psychological and social wellbeing.	-Identify strengths in their peers' work. -Describe a calm place that helps them to feel relaxed. -Write or describe their strengths and how they could use these in school. -Describe how they would break a problem down into small, achievable goals. -Understand the range of emotions we can experience. -Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries. -Understand what mental health is and that sometimes people might need help.	- To understand what relaxation feels like; To understand that relaxation techniques can be used anywhere. - To identify my own strengths and begin to see how they can affect others. - To break down barriers into smaller, achievable goals. - To understand a range of emotions. - To recognise when to give consent. - To begin to understand what mental health is and who can help if they need it.	Year 5/6 Cycle A Health and Wellbeing
	Key Vocabulary	-relaxation –strengths –barriers –goals – emotions –consent –mental health -boundaries	Enrichment Opportunities	Create a daily 'emotions check in' chart to encourage the class to consider their own and others' emotions.	

French (Greetings)	Year 3: Cycle B (Greetings)	<ul style="list-style-type: none"> - Know how to greet each other by saying bonjour or salute. - Know how to say goodbye to each other by saying au revoir. - Know how to introduce myself. - Know how to write greetings and phrases in French. - Know how to have a simple conversation about what age they are. 	<ul style="list-style-type: none"> - Listen to and repeat songs. - Explore patterns and sounds of language through song. - Say words and phrases that match pictures. - Write greetings and phrases in French. - Write simple, familiar phrases within a sentence writing frame. - Understand the meaning of simple pictures and attempt to respond. - Ask and answer simple questions to give basic information, e.g. name, age. 	<ul style="list-style-type: none"> - To understand how greet each other in different ways. - To understand how to introduce yourself in French. - To identify the meaning of vocabulary by matching pictures and words. - To understand the meaning of pictures and respond. - To have a simple conversation about how old I am. - To have a simple conversation about how someone is feeling. 	<u>Year 4</u> <ul style="list-style-type: none"> - Ask and answer simple questions to give basic information, e.g. name, age. <u>Year 5</u> <ul style="list-style-type: none"> - Hold a simple conversation by asking and answering questions.
	Key Vocabulary	bonjour, salut, au revoir, s'il vous plait, merci, ça va?, ça va bien, pas mal, Comment t'appelles-tu?, je m'appelle, quel âge as-tu? Quelle est le date de ton anniversaire?, Mon anniversaire c'est le	Enrichment Opportunities	- To understand the vocabulary needed to hold a simple conversation about how someone is feeling.	
Physical Education	Dance: The Great Plague				
	To link 4 contrasting travelling movements.	<ul style="list-style-type: none"> - Know more about The Great Plague, its context and its symptoms. - Know that there are a variety of ways to move the body. - Name a variety of techniques within dance. - Know what performing in unison means. - Know the events of the Great Plague. 	<ul style="list-style-type: none"> - Use a variety of movements to create sequences. - Use action, space and dynamics. - Use communication and rhythm to perform with others. 	<ul style="list-style-type: none"> - To be able to create a solo piece, using a range of movements. - To be able to name and demonstrate creative techniques. - To be able to use action, space dynamics and relationships in dance. - To be able to perform in unison. - To be able to create dance to depict an event. 	To be able to perform a well-structured duet which expresses character and explores patterning and timing.
Key Vocabulary	Technique, performing/performance, unison, Great Plague, disease, action, space, rhythm, sequence, solo.	Enrichment Opportunities	To select movements to depict emotion and portray impact of the Great Plague.		
Religious Education (Sikhism)	How do Sikhs express their beliefs and values?				
	Ash- Why are the Gurus	-To know Sikhism teaches that all human beings should engage themselves in righteous actions and	-To reflect on their own concept of living a good life and how this	-To discuss the importance of how we view and behave towards others.	KS3- Sikhism

	<p>important to Sikhs?</p>	<p>behaviour and work for a just social order.</p> <p>-To know the key Sikh principles are:</p> <ul style="list-style-type: none"> • the complete equality of men and women everywhere; • sewa: service to God, to the community of Sikhs and to the community at large; • kirat karna: earning one's living by one's own efforts and by a livelihood which is honest; • vand chakna: sharing one's time, talents and earnings with the less fortunate. <p>- To know that Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment).</p> <p>-To know the Langar is the community kitchen of a gurdwara, which serves meals to all free of charge, regardless of religion, caste, gender, economic status, or ethnicity.</p>	<p>influences the way that they treat others</p> <p>-To discuss how our outward behaviour reflects our inner beliefs, values and commitments</p> <p>-To discuss own thoughts and feelings about equality and justice</p>	<p>-To understand the 5 k's of Sikhism and discuss what these symbolise for Sikhs.</p> <p>-To know who Guru Nanak was and why he is important to Sikhs.</p> <p>-To be able to retell the story of the 'Blood and Milk'. To identify the Sikh beliefs and values that are demonstrated by the story,</p> <p>-To know and understand the importance of the key principles of Sikhism.</p> <p>-To know what Langar is.</p>	
	<p>Key Vocabulary</p>	<p>Sikhism, commitments, influences, beliefs, equality, morals.</p>	<p>Enrichment Opportunities</p>	<p>-To visit a local Sikh Gurdwara.</p>	

Year 3 Year 4