



Coupe Green  
Primary School  
HOUGHTON

**'Learning together, supporting each other'**

<b>YEAR GROUP:</b> 3/4 (Ash Class)		<b>TERM:</b> Spring 2		<b>Key Text:</b> The Dancing Bear by Michael Morpurgo	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<b>Star in a Jar (Novel)</b>					
<b>English</b>	Stories on a theme. Elm	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To know we need to take note of punctuation when reading aloud.</li> <li>-To know a theme is a message that is told within a story.</li> <li>-To know punctuation determines intonation and expression when reading aloud.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To know a conjunction can be placed at the beginning or the middle of a sentence.</li> <li>-To know inverted commas are placed only around the words that are spoken.</li> <li>-To know the perfect present tense is used to describe actions that happened in the past but that are related to the present.</li> </ul> <p><b>Spelling</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To identify and discuss themes within in a text.</li> <li>-To draw inferences around characters thoughts and feelings and justify with evidence.</li> <li>-To sequence and discuss the main events in a story.</li> <li>-To identify, analyse and discuss themes within a text.</li> <li>-To identify the meaning of key vocabulary within the context of the text.</li> <li>-To draw inferences around characters actions and motives and justify by drawing evidence from the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To use a variety of prepositions e.g. under, beside.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-To identify the theme within the text.</li> <li>-To draw inferences around a character and justify with evidence from the text.</li> <li>-To sequence and discuss the main events in a story.</li> <li>-To identify the meaning of key vocabulary within the context of the text.</li> <li>-To be aware of how punctuation affects our intonation and expression.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To show a character is speaking using inverted commas.</li> <li>-To use prepositions in our writing.</li> </ul>	Feast (Novel) Maple.

		<ul style="list-style-type: none"> <li>-To know words with contractions.</li> <li>-To know words spelt 'ou'.</li> <li>-To know words with the suffixes- sion, ssion and cian.</li> <li>-To know word families with the roots 'graph'.</li> <li>-To know words with 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to use the present perfect form of verbs.</li> <li>-To express time, place and cause using conjunctions.</li> <li>-To use inverted commas for direct speech.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To learn words with contractions.</li> <li>-To learn words spelt 'ou'.</li> <li>-To learn words with the suffixes- sion, ssion and cian.</li> <li>-To learn word families with the roots 'graph'.</li> <li>-To learn words with 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>-To use a variety of conjunctions to show time, place and cause.</li> <li>-To create sentences using the present perfect form of verbs.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To spell words with contractions.</li> <li>-To spell words spelt 'ou'.</li> <li>-To spell words with the suffixes- sion, ssion and cian.</li> <li>-To spell word families with the roots 'graph'.</li> <li>-To spell words with 'ch'</li> </ul>	
<b>Hammer the Grammar / Poetry</b>					
Poems on a theme-Elm	<ul style="list-style-type: none"> <li>-Place " before and " after the exact words spoke.</li> <li>-Start a new line every time a new person speaks.</li> <li>-The first word inside the speech marks must have a capital letter.</li> <li>-Place closing punctuation inside the speech marks.</li> <li>-Know alliteration is where two or more words in a phrase or sentence start with the same initial sound or letter.</li> <li>-Know that repetition is where words or phrases are repeated.</li> </ul>	<ul style="list-style-type: none"> <li>-Express opinions on a range of poetry.</li> <li>-Use inverted commas for direct speech.</li> <li>-To proofread, edit and improve writing.</li> </ul>	<ul style="list-style-type: none"> <li>-To know the rules of speech.</li> <li>-To punctuate speech correctly.</li> <li>-To listen to and explore a range of poems.</li> <li>-Recognise words and phrases including alliteration and repetition.</li> <li>-To plan and write a poem.</li> </ul>		
<b>Key Vocabulary</b>	Alliteration, repetition		<b>Enrichment Opportunities</b>	Perform poetry for another class.	

<b>Maths</b>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Mass and Capacity (Yr3)</li> <li>- Decimals (Yr4)</li> </ul>		<b>Select the files to the right for more detailed guidance.</b>	 Yr3_4 Fractions.pdf	 Yr3_4 Mass capacity and decimals.pdf
<b>Science (Light)</b>	<b>Why is light beneficial to Humans?</b>				
	<p>EYFS: To describe their immediate environment. -To explore the natural world around them. -To make observations of the world around them.</p>	<ul style="list-style-type: none"> <li>- Dark is the absence of light.</li> <li>- We can see objects because our eyes can sense light and that we cannot see anything in complete darkness.</li> <li>- Some surfaces reflect light.</li> <li>- Shadows are formed when the light from a light source is blocked by a solid object.</li> <li>- Moving a light source affects the size of an object's shadow</li> <li>- We need to protect our eyes from direct sunlight.</li> </ul>	<ul style="list-style-type: none"> <li>- To investigate how moving a light source affects the size of an object's shadow</li> <li>- To predict and measure the width of the shadow cast when the light source is at a range of distances.</li> <li>- To record our findings from an investigation in a table or bar chart.</li> <li>- To discuss and talk confidently about how to protect ourselves against direct sunlight.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe what dark is (the absence of light).</li> <li>- To explain that light is needed to see.</li> <li>- To explain that light is reflected from a surface</li> <li>- To explain and demonstrate how a shadow is formed.</li> <li>- To explore shadow size and explain.</li> <li>- To explain the danger of direct sunlight and describe how to keep protected.</li> <li>- To explain the link between a shadows position and size and the position of the light source</li> <li>- To set up a simple enquiry to explore a scientific question.</li> <li>- To set up a test to compare two things.</li> <li>- To make a prediction with a reason</li> <li>- To use diagrams, keys, bar charts and tables, using scientific language.</li> </ul>	Yr6 light- how can we see the world around us?
<b>History</b>	<b>Key Vocabulary</b>	light - shadows - mirror - reflective - dark - reflection	<b>Deeper Learning</b>	To set up a fair test and explain why it is fair.	
<b>How is our local area historically important?</b>					

<b>(Civilisations)</b>	Elm Yr2: - Christopher Columbus -Victorian Cotton Mills - Victorian Seaside Holidays	- Thomas Hoghton built the house in the years 1560 to 1565, during the reign of Queen Elizabeth I. - Tudor nobles and monarchs began to build great palaces and homes as statements of power and wealth. - Towers and castles in Tudor times were good for housing artillery, as well as defending against it.	- To explain the ancestral roots of Hoghton tower. - To explain why Tudor nobles built towers and palaces. - To explain why Hoghton Tower was placed purposely on a hill. - To explain why Hoghton Tower is significant.	- To make connections between and across periods such as differences between clothes, homes, buildings or transport. - To use a variety of evidence to build a picture of past events, using books and the internet for research.	Maple: Yr4/5 - Anglo Saxons - Vikings - Early Islamic Achievement - Shang Dynasty - Inventions
	<b>Key Vocabulary</b>	Tudor, Elizabethan, Queen Elizabeth I, Thomas Hoghton, de Hoghton family, ancestor, tower, artillery, palace, monarch, noble, research.	<b>Deeper Learning</b>	To order events and famous visitors chronologically.	
<b>Geography (Our Local Area)</b>	<b>How does the landscape and living conditions change with hills and mountains?</b>				
	How is our local area different to the Lake District? Year 2	- The height of a hill is below 600m. - The height of a mountain is above 600m. - Mountains are formed when tectonic plates push together and force the ground up where they meet. - Climate can vary depending on how high you are up the mountain. - There is less oxygen to breathe at the top of the mountain than there is at sea level.	- To use maps to identify and locate Pendle hill and Beacon Fell in the UK. - To locate the mountains Ben Nevis, Scafell Pike and Snowdon on a map of the UK. - To collect data on the different heights of mountains and hills in the UK. - To present the findings of the heights in a graph. - To research how mountaineers train for high altitude.	- To locate local hills on a map. - To locate key mountains on a map of the UK. - To know the difference between a hill and a mountain. - To know how mountains are formed. - To collect data on heights of mountains and hills and present the findings. - To know how the climate can change on a mountain and the impact this has on a mountaineer.	How are coasts and rivers a key part of our world? Maple: Yr4/5
<b>Key Vocabulary</b>	Hill, mountain, altitude, climate, tectonic plates, sea level, mountaineers, foot, summit, mountain range.	<b>Deeper Learning</b>	Research famous mountaineers and identify how they prepared for their greatest climbing achievements.		

<b>Art (Sculpture)</b>	Elm: Sculpture- Using recycled plastic	<ul style="list-style-type: none"> <li>- Scoring is scratching marks on the surface of clay to join.</li> <li>- Slip is a liquid mix of pieces of clay in water.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- To research existing designs and then plan and design from observation.</li> <li>- To investigate a range of textures, patterns and imprints, for example, use of tree bark, fingers, leaves and bubble wrap.</li> <li>- To score, slip and stick clay to join clay.</li> <li>- To choose favourite patterns to create textures in malleable materials.</li> <li>- Make paper mache objects by covering a chosen object in strips of paper and paste.</li> </ul>	<ul style="list-style-type: none"> <li>- To plan, design and make models from observation.</li> <li>- To investigate patterns for clay.</li> <li>- To join clay adequately and construct a simple base.</li> <li>- To join clay adequately and construct a simple base for extending and modelling other shapes. (Y4)</li> <li>- To create surface patterns and textures in malleable materials.</li> <li>- Use paper mache to create a simple 3D object.</li> </ul>	Maple-Sculpture-Cycle A-Summer 2
	<b>Key Vocabulary</b>	Join, malleable, modelling, texture, slip, score	<b>Deeper Learning</b>	Join clay and create intricate, complex, patterned texture.	
<b>Music (Creating and Composing: Spice Girls)</b>	Elm-Creating and Composing -Playing tuned/untuned instruments (beat, hit, shake).	<ul style="list-style-type: none"> <li>- Know the difference between tuned and untuned instruments.</li> <li>- Know the names of instruments such as: woodwind, brass, percussion, keyboard, guitar and strings</li> <li>- Know why an instrument is being controlled to achieve a certain sound.</li> <li>- Know that the Spice Girls were a musical influence during the 80's/90's.</li> <li>- Know what instruments are used in 80's/90's pop music.</li> <li>- Know how to perform in a group using vocals or an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore 80's and 90's (Pop) music.</li> <li>- Recognise control and rhythmic accuracy when instruments are being played.</li> <li>- Explore different instruments which would have been used in the 80's and 90's.</li> <li>-Analyse what features of music fit within the genre of pop music.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and review different styles of music in the 80's.</li> <li>- To compare 80's music to music in the 90's.</li> <li>- To understand why pop music was popular in history.</li> <li>- To plan a piece of music using instruments inspired by the 80's/90's.</li> <li>- To perform a piece of using instruments in a group.</li> </ul>	Maple-Creating and Composing- 70's and 80's music
	<b>Key Vocabulary</b>	woodwind, brass, percussion, keyboard, guitar, strings, genre, tuned, untuned.	<b>Deeper Learning</b>	To perform with confidence to an audience as a group.	
<b>PSHE</b>					

<b>(Citizenship)</b>	Citizenship: Year 2: Spring 2	<ul style="list-style-type: none"> <li>- Recycling is the process of converting waste into reusable material to be used for something else.</li> <li>- Reusing is repurposing items to extend their use.</li> <li>- A community is a group of people that live in the same area.</li> <li>- In a democracy, people are given a vote to decide how things are run.</li> <li>- Breaking rules results in consequences.</li> <li>- The UN convention of the rights of the child is an important agreement by countries who have promised to protect children's rights.</li> <li>- The Human Rights convention protects the basic rights that everyone is entitled to.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the benefits of recycling/reusing.</li> <li>- Identify the groups within a community / explain their contributions.</li> <li>- Act as councillors and decide how to spend money of the local council.</li> <li>- Explain the basic rights of children and humans and how these are upheld.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the environmental benefits of recycling (Year 3) or reusing (Year 4).</li> <li>- To understand the groups which make up the community (Y3) and their contributions (Y4).</li> <li>- To begin to understand how democracy works in the local area.</li> <li>- To understand why we have rules and the consequences of breaking rules at school and home.</li> <li>- To begin to understand the UN convention on the rights of the child.</li> <li>- To begin to understand the Human Rights convention.</li> </ul>	Citizenship: Ash/Maple Class: Spring 2, Cycle B
	<b>Key Vocabulary</b>	Environment, benefit, recycle, reuse, community, contributions, democracy, rules, consequences, UN, human rights	<b>Deeper Learning</b>	To explore ideas about how to support children and human rights in this country and other countries.	
<b>French (Family)</b>	Ash: Cycle B (Family)	<ul style="list-style-type: none"> <li>- Know the French words for close family members.</li> <li>- To show an awareness of gender e.g. un/le is masculine and une/la is feminine.</li> <li>- To show an awareness of the correct gender for the vocabulary taught.</li> <li>- To understand when a sentence is spoken in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Say words and phrases that match pictures.</li> <li>- Understand the meaning of simple pictures and attempt to respond.</li> <li>- Spot spelling patterns in simple written phrases.</li> <li>-Recognise the gender of some common French words.</li> <li>-Ask and answer simple questions to give basic information</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the vocabulary for mum and dad in French.</li> <li>- To identify the vocabulary for sister and brother in French.</li> <li>- To know the spelling differences in gender for family members in French.</li> <li>- To respond to simple pictures of family members in French.</li> <li>- <b>To explore simple phrases in French.</b></li> <li>- <b>To understand how to ask simple questions in French about family members.</b></li> </ul>	Year 4 - Ask and answer simple questions to give basic information. Year 5 - Hold a simple conversation by asking and answering questions.
	<b>Key Vocabulary</b>	ma mère, mon père, mon frère, ma sœur, une mère, un père, un frère, une sœur	<b>Deeper Learning</b>	-To use increasingly accurate pronunciation and fluency with confidence to others.	
<b>Invasion Games: Netball</b>					

Physical Education	<b>Y2 Netwall Games</b> - To catch a ball accurately. - To demonstrate a simple tactic.	- To know what a chest pass is. - To understand game rules and tactics. - To know what a bounce pass is. - To understand the meaning of a feint and when they can be used.	- To use a chest pass to send a ball accurately. - To use movement to find space during games. - To use a bounce pass during play. - To use a feint to outwit a defender.	- To be able to pass a ball using a chest pass. - To be able to move into a space after passing a ball. - To be able to use a bounce pass. - To be able to use tactics during a game to outwit a defender.	<b>Y4 Basket Ball</b> -To use chest and bounce pass. -To dribble a ball. -To use tactics to outwit opponents. <b>Y5: Basket Ball</b> -To use different passes for purpose in a competitive game.
	<b>Key Vocabulary</b>	chest pass, bounce pass, feint, outwit, opponents, tactic, defender		<b>Deeper Learning</b>	Can children design a play using tactics to outwit defenders?
	<b>Y3: Swimming</b> <b>Y4: Net and Wall: Core Task 2</b>				
	Year 3 Net and Wall -To strike a ball using hand and small bat.	- To know why warming up is important. - To understand how to strike a ball. - To know different throwing actions – underarm and overarm. - To know what tactics are and how to use them.	- To evaluate their play and suggest ideas to improve it. - To select the most effective throwing skill during play. - To use tactics during play.	- To be able to strike a ball. - To develop a range of striking skills. - To be able to use throwing actions confidently. - To be able to select tactics for a game.	Y5/6 Net and wall Tennis -To play the game and apply tactics to score points.
<b>Key Vocabulary</b>	warm-up, health, muscles, heartrate, underarm, overarm, tactic, accuracy, strike, bat		<b>Deeper Learning</b>	Can children choose the most effective striking skills during play and explain why it is the most effective?	
Religious Education (Christianity: Church)	<b>What do Christians mean by the Holy Spirit?</b>				
	Elm (Yr2) What unites the Christain community?	- Christians believe that the Holy Spirit is the invisible power or influence of God. - Pentecost is a Christian Holy Day celebrated 50 days after Easter that commemorates the birth of the Holy Spirit among the Apostles. The	- To share ideas about what is good and unique about each other - To discuss how we can measure success. - To reflect on people in our lives that we value and how we can show appreciation to them.	- To describe aspects of being human that we should be proud of and to discuss what it means to be a successful human. - To describe how and why Pentecost is celebrated.	Maple (Yr4/5) What does 'love you neighbour' really mean?

		<p>Apostles were the people who were visited by the Spirit while they were celebrating the Jewish Feast of Weeks Festival.</p> <ul style="list-style-type: none"> <li>- The fruit of the Spirit are qualities that Christian believes they can develop through the help of the Holy Spirit: love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control</li> <li>- Christians may take part in the procession of the witness to show they are proud to be a Christian.</li> </ul>	<ul style="list-style-type: none"> <li>- To think about why it might be important for Christians to believe that the Holy Spirit is present during worship.</li> </ul>	<ul style="list-style-type: none"> <li>- To suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities.</li> <li>- To identify Christian values exemplified in the gifts/fruits of the Spirit</li> <li>- To identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations.</li> <li>- To describe why some Christians might take part in a procession of witness</li> </ul>	
	<p><b>Key Vocabulary</b></p>	<p>Holy Spirit, Pentecost, Christian, Apostles, festival, procession, successful.</p>	<p><b>Deeper Learning</b></p>	<p>-To design our own banners including Christian symbols that might be seen at Pentecost.</p>	