





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

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

	<p>that happened in the past but that are related to the present.</p> <p>Spelling</p> <ul style="list-style-type: none"> -To know a range of words which start with the prefix mis. -To know a range of words where 'ing,' 'ed' and 'er' are added to multisyllabic words. -To know a range of words ending in 'ly' and 'lly.' 	<ul style="list-style-type: none"> -To use a variety of prepositions e.g. under, beside. -To be able to use the present perfect form of verbs. -To express time, place and cause using conjunctions. -To use inverted commas for direct speech. <p>Spelling</p> <ul style="list-style-type: none"> -To know the prefix 'mis' adds not in incorrectly to the root word. -To know adding 'ly' to an adjective creates an adverb and if the adjective ends in l the adverbs usually ends in 'lly.' 	<ul style="list-style-type: none"> -To use prepositions in our writing. -To use a variety of conjunctions to show time, place and cause. -To create sentences using the present perfect form of verbs. <p>Spelling</p> <ul style="list-style-type: none"> -To spell words with the prefix mis. -To spell words where 'ing,' 'er' and 'ed' are added to multisyllabic words. -To spell words with the suffix 'ly.' -To spell words ending in 'lly.' 	
I asked the Boy who couldn't see (Poetry)				
Poems on a theme. Elm	<p>Writing</p> <ul style="list-style-type: none"> -To know a simile describes something by comparing it to something else using as or like. -To know a metaphor describes something by saying it is something else. -To know rhyme is the repetition of a final syllable or sound in multiple words. 	<p>Writing</p> <ul style="list-style-type: none"> -To be able to identify the rhythm and rhyme within the poem. -To use metaphors. -To use similes. -To use adventurous language for description. 	<p>Writing</p> <ul style="list-style-type: none"> -To identify and use rhythm and rhyme in a poem. -To use metaphors, -To create similes for comparisons in my poem. -To select and use adventurous language to create description. 	Still I Rise (Poetry) Maple
Key Vocabulary	Inverted commas, subordinate clause, main clause, present perfect form, conjunctions Simile, metaphor, rhythm, rhyme, verse, poem, comparison.	Deeper Learning	To use a range of imagery strategies to create a poem.	

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

(Civilisations)	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
	Key Vocabulary	Tudor, Elizabethan, Queen Elizabeth I, Thomas Hoghton, de Hoghton family, ancestor, tower, artillery, palace, monarch, noble, research.	Deeper Learning	To order events and famous visitors chronologically.	
Geography (Our Local Area)	How does the landscape and living conditions change with hills and mountains?				
	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
Key Vocabulary	Hill, mountain, altitude, climate, tectonic plates, sea level, mountaineers, foot, summit, mountain range.	Deeper Learning	Research famous mountaineers and identify how they prepared for their greatest climbing achievements.		
Art (Sculpture)					
	Elm:	- Scoring is scratching marks on the surface of clay to join.	- To research existing designs and then plan and design from observation.	- To plan, design and make models from observation.	Maple-Sculpture-Cycle A-Summer 2

	Sculpture- Using recycled plastic	<ul style="list-style-type: none"> - 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 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. - To choose favourite patterns to create textures in malleable materials. - Make paper mache objects by covering a chosen object in strips of paper and paste. 	<ul style="list-style-type: none"> - To investigate patterns for clay. - To join clay adequately and construct a simple base. - 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. - Use paper mache to create a simple 3D object. 	
	Key Vocabulary	Join, malleable, modelling, texture, slip, score		Deeper Learning	Join clay and create intricate, complex, patterned texture.
Music (Creating and Composing: Spice Girls)	Elm-Creating and Composing -Playing tuned/untuned instruments (beat, hit, shake).	<ul style="list-style-type: none"> - Know the difference between tuned and untuned instruments. - Know the names of instruments such as: woodwind, brass, percussion, keyboard, guitar and strings - Know why an instrument is being controlled to achieve a certain sound. - Know that the Spice Girls were a musical influence during the 80's/90's. - Know what instruments are used in 80's/90's pop music. - Know how to perform in a group using vocals or an instrument. 	<ul style="list-style-type: none"> - Explore 80's and 90's (Pop) music. - Recognise control and rhythmic accuracy when instruments are being played. - Explore different instruments which would have been used in the 80's and 90's. -Analyse what features of music fit within the genre of pop music. 	<ul style="list-style-type: none"> - To listen and review different styles of music in the 80's. - To compare 80's music to music in the 90's. - To understand why pop music was popular in history. - To plan a piece of music using instruments inspired by the 80's/90's. - To perform a piece of using instruments in a group. 	Maple-Creating and Composing- 70's and 80's music
	Key Vocabulary	woodwind, brass, percussion, keyboard, guitar, strings, genre, tuned, untuned.		Deeper Learning	To perform with confidence to an audience as a group.
PSHE					

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

Physical Education	Y2 Netwall Games - 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.	Y4 Basket Ball -To use chest and bounce pass. -To dribble a ball. -To use tactics to outwit opponents. Y5: Basket Ball -To use different passes for purpose in a competitive game.
	Key Vocabulary	chest pass, bounce pass, feint, outwit, opponents, tactic, defender		Deeper Learning	Can children design a play using tactics to outwit defenders?
	Y3: Swimming Y4: Net and Wall: Core Task 2				
	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.
Key Vocabulary	warm-up, health, muscles, heartrate, underarm, overarm, tactic, accuracy, strike, bat		Deeper Learning	Can children choose the most effective striking skills during play and explain why it is the most effective?	
Religious Education (Christianity: Church)	What do Christians mean by the Holy Spirit?				
	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"> - 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 - Christians may take part in the procession of the witness to show they are proud to be a Christian. 	<ul style="list-style-type: none"> - To think about why it might be important for Christians to believe that the Holy Spirit is present during worship. 	<ul style="list-style-type: none"> - 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>Key Vocabulary</p>	<p>Holy Spirit, Pentecost, Christian, Apostles, festival, procession, successful.</p>	<p>Deeper Learning</p>	<p>-To design our own banners including Christian symbols that might be seen at Pentecost.</p>	