





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 3/4 (Ash Class)		TERM: Spring 2	Key Text:	Earth Shattering Events	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Earthquakes by Robin Jacobs (Non-chronological Reports)				
	Elm-Non- Chronological Reports-Autumn 2	Reading -Know how to summarise. -Know how to use point, evidence and explain. -Know how to skim and scan and pick out key words to retrieve. -Know how vocabulary can be affected by the context. -Know how to infer characters feelings, thoughts and motives and justify with evidence. Writing -Know the structure and features of a non-chronological report, for example, technical vocabulary and sub-headings. -Know a range of adjectives.	Reading -Justify opinions and use point, evidence and explain. -Skim and scan. -Identify main ideas using the opening sentence of a paragraph or be able to re-tell the main points of a story in sequence. -Infer characters feelings, thoughts and motives and justify with evidence. -Explore new vocabulary in context. Writing -Use powerful adjectives to describe the enormity of earthquakes. -Use personification to describe earthquakes.	Reading -To justify responses and opinions about the text using point, evidence and explanation. -To retrieve and record information. -To draw inferences about characters’ feelings, thoughts and motives and justify inferences with evidence. -Identify main ideas and summarise. -To explore the meaning of words in context. Writing -Know the features and structure of a non-chronological report. -Use powerful adjectives.	Maple-Non- Chronological Report (North America) - Summer 1

		<p>-Know that personification is describing objects as if they were people.</p> <p>-Know a range of facts about earthquakes so that technical vocabulary can be used.</p> <p>Spelling</p> <p>-Know words where the digraph 'ey' makes an /ai/ sound.</p> <p>-Know words with the suffix '-ly'.</p> <p>-Know words that are homophones.</p> <p>-Know a range of challenge words.</p> <p>-Know words ending in 'al'.</p> <p>-Know words ending in 'ous' including those where 'ge' from the base word remains.</p> <p>-Know words where a suffix is added to words ending in 'y',</p> <p>-Know words ending in 'ious' and 'eous'</p> <p>-Know a range of challenge words.</p> <p>-Know words where 'au' makes an /or/ sound.</p>	<p>-Use technical vocabulary about earthquakes.</p> <p>-Use a planned criterion to deliver writing.</p> <p>-To proofread, edit and improve writing.</p> <p>Spelling</p> <p>-Learn words where the digraph 'ey' makes an /ai/ sound.</p> <p>-Learn words with the suffix '-ly'.</p> <p>-Learn words that are homophones.</p> <p>-Learn a range of challenge words.</p> <p>-Learn words ending in 'al'.</p> <p>-Learn words ending in 'ous' including those where 'ge' from the base word remains.</p> <p>-Learn words where a suffix is added to words ending in 'y',</p> <p>-Learn words ending in 'ious' and 'eous'</p> <p>-Learn a range of challenge words.</p> <p>-Learn words where 'au' makes an /or/ sound.</p>	<p>-Use personification.</p> <p>-Use technical vocabulary.</p> <p>-Research for writing.</p> <p>Spelling</p> <p>-Words where the digraph 'ey' makes an /ai/ sound.</p> <p>-Words with the suffix '-ly'.</p> <p>-Words that are homophones.</p> <p>-Range of challenge words.</p> <p>-Words ending in 'al'.</p> <p>-Words ending in 'ous' including those where 'ge' from the base word remains.</p> <p>-Words where a suffix is added to words ending in 'y',</p> <p>-Words ending in 'ious' and 'eous'</p> <p>-A range of challenge words.</p> <p>-Words where 'au' makes an /or/ sound.</p>	
Hammer the Grammar / Item Description					

	Elm-Spring 2- Stories with familiar settings	Hammer the Grammar -Know the difference between main clause and subordinate clause. Writing -Know a range of powerful adjectives and use a thesaurus to aid this. -Know that a simile describes something by comparing.	Hammer the Grammar -To use sentences with a main clause and subordinate clause. Writing -To choose powerful adjectives to describe an item. -To use powerful adjectives and similes in descriptive writing. -To write a short description of an item.	Hammer the Grammar -To know the difference between main clauses and subordinate clauses. -To identify a main clause and subordinate clause. -To create sentences with a main clause and subordinate clause. Writing -To describe a setting using the five senses. -To use powerful adjectives to describe an item. -To use similes to describe an item. -To write a short description of an item	Maple-Autumn 1- Cycle B-Adventure
	Key Vocabulary	Main clause, subordinate clause, powerful adjectives, simile, personification		Enrichment Opportunities	Learning outside the classroom/forest walk to aid with 5 senses description writing.
Maths	- 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 (Sound)	What are sounds and how can we hear them?				
		To know sound is a form of energy that can be heard by living things To know that sound is produced when something vibrates To know a vibrating object makes the air or material next to it vibrate as well, so the vibrations travel through the air To know sounds travel in a wave	Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it	- To describe how sound is made. - To explain how sound travels from a source to our ears. - To explain the place of vibration in hearing. - To explore the correlation between pitch	Sound- Year 4

		<p>To know that sound can travel through a variety of materials (wood, brick, water, and glass) but not through a vacuum</p> <p>To know we hear sounds when vibrating air hits our ear drums and the vibration is picked up by our brains</p> <p>To know the pitch is the highness or lowness of a note</p> <p>To know the pitch of the sound is due to the frequency of the vibration. Frequency is the number of vibrations per second. If the particles vibrate quickly the sound produced will be high To know the shorter the vibrating object, the higher the pitch of the note</p> <p>To know the larger the vibrating object, the lower the pitch of the note - it is deeper</p> <p>To know the tighter the string or elastic band, the higher the pitch of the note</p> <p>To know the harder you hit something, the more energy the vibrations have so the louder the sound</p> <p>To know the vibrations lose energy as they travel further and further</p> <p>To know that sounds get fainter as the distance from the sound source increases</p>	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>and the object producing a sound.</p> <ul style="list-style-type: none"> - To explore the correlation between the volume of a sound and the strength of the vibrations that produced it. - To describe what happens to a sound as it travels away from its source. - To work out which materials provide the best insulation. 	
	Key Vocabulary	<p>volume - vibration - wave - pitch - tone - speaker - source</p>	Enrichment Opportunities	<p>Create their own sound telephones and investigate that sounds get fainter as the distance from the sound source increases</p>	

Geography (Earthquakes)	We				
	Why are our oceans and seas important to us? Elm	-To know the Earth is made up of different layers (inner core, outer core, lower mantle, upper mantle and the crust). -To know that the Earth's crust is made up of large slabs called tectonic plates which fit together like jigsaw pieces. -To know earthquakes are caused when tectonic plates move in different directions over time, which creates friction causing energy to build up and be released via a shock wave. -To know that the Ring of Fire is an area in the Pacific Ocean where the majority of earthquakes occur and volcanoes are located.	-To label the different layers of the Earth. -To locate tectonic plates on the map. -To investigate the five deadly features of an earthquake (ground shaking, tsunamis, landslides, raising/lowering of land and liquefaction). -To locate on a map where the most famous earthquakes occurred (Chile, San Francisco, Indonesia, Japan). -To collect data about the most famous earthquakes and present them in on a graph.	-To name and label the different layers of the Earth. -To know what tectonic plates are and locate them on a map. -To understand the cause of earthquakes. -To investigate the deadly features of an earthquake. -To locate on the map where the most famous earthquakes occurred. -To collect data about the most famous earthquakes and present these on a graph.	How are coasts and rivers a key part of our world? Maple
	Key Vocabulary	Inner core, outer core, lower mantle, upper mantle, crust, tectonic plates, earthquake.		Enrichment Opportunities	To create a presentation about earthquakes.
Computing (Programming)	Year 2: Programming, Spring 2	- 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.	- 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.	- 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		Enrichment Opportunities		To create a simple game on scratch for children in Ash or Elm to come and play.	
Design Technology (Food)	Elm-Food-Spring 1	-To know the name of the food groups- carbohydrates, protein, dairy, fruit and vegetables and fats and sugar. -Know popular animals that are reared for food in the UK including beef cattle, pigs, sheep and chicken. Also know animals which are caught including fish. -Know a balanced diet for my product. -Know that instructions need to be detailed and in chronological order.		-Use instructions and follow a recipe to create a food dish. -Use a range of cooking techniques such as chopping, deseeding and grating. -Hold the knife in the strongest hand and slice the food, moving the hand backwards and away from the knife when chopping.		-Know the name of the food groups and sort foods into groups. -Know how ingredients are reared and caught. -To use research and surveys to create my product. -To design and label my product. -To create instructions to follow. -To follow a simple recipe to create a food dish. -To cut, chop and prepare ingredients for a recipe and use a range of cooking techniques.		Maple-Food-Autumn 1-Cycle A Maple-Food-Summer 1-Cycle B
	Key Vocabulary		Food groups, research, design, cut, chop, prepare		Enrichment Opportunities		Visit a working farm.	
PSHE	Citizenship							

(Citizenship - Yr3/4 Cycle B)	Y2 Spr2 Citizenship	-Know the environmental benefits of recycling -Know environmental benefits of reusing -Know what human rights are -Know there are different groups within the local community.		-To describe the benefits of recycling. -To understand the need for rules and the reason for having consequences for breaking rules. -To understand why human rights are important. -To understand how charities support local communities. -To understand how people can help one another.		-To be able to describe in simple terms the role of a local councillor. -To be able to justify why one issue might be more important than another to local people. -To understand the groups that make up the community. -To understand the contribution groups make to a community. -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.		Y5 Spr2 Citizenship
		Key Vocabulary	Environment/al, recycling, reuse, community, consequences, human rights.			Enrichment Opportunities	Consider an issue for our school community – can the children propose a way to support change and argue the benefits?	
French (Classroom Objects)	Year 3 To begin to recognise the gender of some common French words.	-Know the French words for classroom objects. -Know the French colours for classroom objects using their prior knowledge. -Know how to ask and answer questions about classroom objects. -Know the gender for nouns in French. un/le → masculine une/la → feminine		- Identify the meaning of French vocabulary by matching pictures and words. - Say words and phrases that match pictures of classroom objects. - Write words and simple phrases about classroom objects. - Read and understand simple written phrases. -Ask and answer simple questions about what colour a classroom object is. -Write simple, familiar phrases within a sentence writing frame.		-To identify the French vocabulary for classroom objects. -To describe the colour of classroom objects in French. -To recognise and apply the correct gender for nouns in French. -To match pictures of classroom objects to the correct vocabulary. -To create poster with written words identifying classroom objects in Ash, including the gender and colours. -To read short French phrases on the colour of a classroom object. -To ask and answer questions about what colour a classroom object is.		Year 4 - To use the correct gender for the vocabulary taught with increasing accuracy. Year 5 - To continue to use the correct gender with increasing accuracy for new vocabulary taught.

			-Recognise the correct gender for classroom objects.	-To create poster with short sentences identifying classroom objects in Ash, including the gender and colours.	
	Key Vocabulary	Un crayon (rouge, bleu etc), un taille, crayon, une règle, un stylo, une trousse, une calculatrice, un cahier, un feutre, une gomme		Enrichment Opportunities	Create a labelled poster for KS2 children to show in assembly describing the different classroom objects in Ash Class.
Physical Education	Invasion Games: Netball				
	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		Enrichment Opportunities	Children to create their own version of netball applying learnt tactics and passes.
	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	Enrichment Opportunities	Children to create a new net wall game, applying throwing and striking skills.	
Religious Education (Christianity: Jesus)	Is sacrifice an important part of religious life?				
	Autumn 2 Christianity (God) How and why might Christians use the Bible?	-To know temptation is when you want to do something, even though you know it's probably not a good idea. -To know sacrifice means giving up something you want for someone else or for something important. -To know that sacrifice can be an expression of love and commitment. -To know Lent is a 40-day period of reflection and preparation for Easter that many Christians observe. It's a time to draw closer to God, and to remember the events leading up to Jesus' death. -To know agapé is a Greek word that means "love" or "charity". In Christianity, it's a term for the highest form of love, which is unconditional and selfless. It's also used to describe the love between God and humans.	-To consider differing attitudes and responses to the concept of sacrifice (both positive and negative) -To discuss why many people are willing to make sacrifices for the people they love -To discuss why some people may be willing to make a sacrifice for someone they don't even know -To give examples of acts of sacrifice that have been done by or for them	-To discuss who or what we would be prepared to make sacrifices for. To consider the value of sacrifice. -To retell the story of Jesus in the wilderness and identify Christian beliefs about Jesus reflected in this story. -To suggest why sacrifice might be an important Christian value. To describe what a Christian might do during Lent and why. -To explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this. -To learn about Oscar Romero. To know some examples of his sacrificial love and how he was motivated by his faith.	Summer 2 Christianity (Church) What does 'love your neighbour' really mean?
	Key Vocabulary	Sacrifice, temptation, Lent, Easter, Jesus, faith.		Enrichment Opportunities	To organise a collection for a local food bank or charity. To create an advertising poster for the collection that explain why giving up some food or money would be an expression of concern and love for others.