





Coupe Green  
Primary School  
HOUGHTON

## 'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class)		TERM: Summer 1	Key Text:	Explanation-The Street Beneath My Feet Debates: Should we spend money on new technologies to replace fossil fuels with renewable energy sources?	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
English	Explanation: The Street Beneath My Feet				
	Elm-Summer 1- Explanation Texts	<b>Reading</b> - Know how to use point, evidence and explain. -Know how to skim and scan and pick out key words to retrieve. -Know how to infer characters feelings, thoughts and motives and justify with evidence. <b>Writing</b> -Know the structure and features of an explanation text. -Know how to correctly punctuation inverted commas. -Know that a simile is used for comparison. -Know that alliteration is when words start with the same sound. -Know that onomatopoeia is when a word imitates the sound it makes. -Know that repetition is using the same word, phrase, or sentence multiple times in a piece of writing for a specific effect. <b>Spelling</b> -Know words ending in 'le'.	<b>Reading</b> -Justify opinions and use point, evidence and explain. -Skim and scan. -Infer characters feelings, thoughts and motives and justify with evidence. -Use evidence in text or on pictures to make predictions. <b>Writing</b> -Use inverted commas with the correct punctuation. -Use like or as to create a simile. -Use words with the same sound to create alliteration. -Use a planned criterion to deliver writing. - To proofread, edit and improve writing. <b>Spelling</b> -Learn words ending in 'le'. -Learn words ending in '-ly' where the base words ends in '-le'.	<b>Reading</b> -To increase reading stamina by answering comprehension questions. -To retrieve and record information. -To draw inferences about characters' feelings, thoughts and motives -To make predictions. <b>Writing</b> -Know the features of an explanation text. - To create similes. -To use inverted commas. -To use alliteration. -To use repetition for effect. -To use onomatopoeia. -Research for writing. <b>Spelling</b> -Words ending in 'le'. -Words ending in '-ly' where the base words ends in '-le'. -Words ending in '-ly' when the base word ends in '-ic' -Words ending in '-ly' exceptions.	Maple-Cycle A-Explanation Text-Digestion: Gut Garden

		<div>-Know words ending in ‘-ly’ where the base words ends in ‘-le’.</div> <div>-Know words ending in ‘-ly’ when the base word ends in ‘-ic’</div> <div>-Words ending in ‘-ly’ exceptions.</div> <div>-Know words ending in ‘-tion’</div> <div>-Know words ending in ‘ssion’</div> <div>-Know words ending in ‘cian’</div> <div>-Know words that are adv</div>	<div>-Learn words ending in ‘-ly’ when the base word ends in ‘-ic’</div> <div>-Learn words ending in ‘-ly’ exceptions.</div> <div>-Learn words ending in ‘-tion’</div> <div>-Learn words ending in ‘ssion’</div> <div>-Learn words ending in ‘cian’</div> <div>-Learn words that are adv</div>	<div>-Words ending in ‘-tion’</div> <div>-Words ending in ‘ssion’</div> <div>-Words ending in ‘cian’</div> <div>-Words that are adverbs of manner</div>	
	<b>Key Vocabulary</b>	Alliteration, onomatopoeia, simile, inverted commas, repetition		<b>Deeper Learning</b>	Make ambitious vocabulary choices and use key technical terms to help inform the author.
	<b>Hammer the Grammar: Fronted Adverbials</b>				
	Year 2- Commas to separate ideas in a list	<b>Hammer the Grammar</b> <div>- To know there are a variety of fronted adverbials-time, frequency, place, manner and degree.</div>	<b>Hammer the Grammar</b> <div>- To use sentences with fronted adverbials.</div> <div>-To use commas after fronted adverbials.</div>	<b>Hammer the Grammar</b> <div>- To identify and know a range of fronted adverbials.</div> <div>-To use commas after fronted adverbials.</div> <div>-To create sentences with fronted adverbials.</div>	Year 5- Linking ideas using adverbials of time, place number or tense.
	<b>Key Vocabulary</b>	Fronted adverbial, comma, time, frequency, place, manner, degree		<b>Deeper Learning</b>	Use ‘ing’, ‘ed’ and simile fronted adverbials.

<b>Maths</b>	<div>- Number: decimals (including money)</div> <div>- Measurement: Time</div>	<b>Select the files to the right for more detailed guidance.</b>	<div>Year 3_4 Decimals Including Money.pdf</div> <div>Year 3_4 Time.pdf</div>
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<b>What is pollination and how do plants reproduce?</b>					
<b>Science (Animals inc. Humans)</b>	<div>- What do plants need to survive? Ash Class (Summer 1, Cycle A)</div> <div>- How do plants turn from seeds to flowers? (Elm Class, Spring 2)</div>	<div>- Flowers contain reproductive organs.</div> <div>- Petals attract pollinators; stamens produce pollen (male); pistils (including the stigma, style, and ovary) receive pollen and develop seeds (female).</div> <div>- Roots anchor the plant and absorb water/nutrients.</div> <div>- Stems transport water and nutrients and support the plant.</div>	<div>- Use labelled diagrams to identify and describe.</div> <div>- Observe and record real plants or models.</div> <div>- Sequence processes using scientific vocabulary.</div> <div>- Draw conclusions from videos, diagrams, and real-life observations.</div> <div>- Group and classify methods of seed dispersal.</div>	<div>- Identify and describe the functions of different parts of flowering plants.</div> <div>- Explore the part that flowers play in the life cycle of flowering plants.</div> <div>- Describe the life process of reproduction in some plants.</div> <div>- Use scientific evidence to explain how pollinators help</div>	<div>- How can animals and plants be grouped? (Maple Class, Autumn 2, Cycle A)</div>

		<ul style="list-style-type: none"> <li>- Leaves carry out photosynthesis.</li> <li>- Seeds form in the ovary after fertilisation.</li> <li>- Seeds are dispersed by wind, animals, water, or explosion.</li> <li>- Asexual reproduction produces genetically identical plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Gather and interpret evidence from secondary sources (e.g. video clips, articles).</li> <li>- Use evidence to explain scientific processes.</li> <li>- Communicate explanations clearly in writing or presentation.</li> </ul>	<ul style="list-style-type: none"> <li>with reproduction in flowering plants.</li> <li>- Set up simple practical enquiries, comparative and fair tests.</li> </ul>	
	<b>Key Vocabulary</b>	Roots, stem/trunk, leaves, flowers, pollination, seed formation, seed dispersal, asexual reproduction, Anther, Stigma, Style, Ovary, Stamen, Pistil, Sepal, Filament, Pollinator, Insect pollination, Wind pollination, Seed formation, Genetic material, Conditions for germination		<b>Enrichment opportunities</b>	<ul style="list-style-type: none"> <li>- Create insect-friendly school grounds</li> <li>- Link with a local beekeeper or wildlife expert</li> </ul>
<b>Music (Performing and Singing)</b>	<ul style="list-style-type: none"> <li>- Keep in time to a beat (Yr2)</li> <li>- Use voice expressively (Yr2)</li> <li>- Perform songs staying in time (Yr2)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that pitch is how high or low a sound is.</li> <li>- Know that dynamics is how loud or quiet a piece of music should be played.</li> <li>- Know the six main groups of instruments are: woodwind, brass, percussion, keyboard, guitar, strings.</li> <li>- Know that timbre {tam-ber} is the quality of a sound made by a particular voice or instrument.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing songs clearly and show control with pitch.</li> <li>- Be aware of expression when performing.</li> <li>- Maintain a simple part in a song.</li> <li>- Be aware of what others in a group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing songs clearly and starting to show control with pitch.</li> <li>- Show an awareness of musical expression when performing to an audience.</li> <li>- Know the six main groups of instruments (woodwind, brass, percussion, keyboard, guitar and strings)</li> <li>- Understand the term dynamics (volume)</li> <li>- Maintain a simple part of a song within group.</li> <li>- Perform with awareness of what others in the group are singing or playing.</li> <li>- Understand the term timbre is linked to the tone colour of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a part in a song with 2 parts (Yr5)</li> <li>- Know the terms crescendo (louder) and diminuendo (quieter) (Yr5)</li> </ul>
	<b>Key Vocabulary</b>	Pitch, dynamics, woodwind, percussion, brass, keyboard, guitar, strings,		<b>Deeper Learning</b>	Analyse and interpret song lyrics, exploring meaning and emotion behind the words.
<b>Art (Drawing - Picasso)</b>	<ul style="list-style-type: none"> <li>- Draw line of different thickness (Yr2)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that Pablo Picasso was born in October 1881 in Spain.</li> </ul>	<ul style="list-style-type: none"> <li>- Use shading to create own portraits.</li> <li>- Try using different grades of pencil.</li> </ul>	<ul style="list-style-type: none"> <li>-To research Pablo Picasso and express likes and dislikes about his work.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw in a sustained and independent way (Yr5)</li> </ul>

	<ul style="list-style-type: none"> <li>- Explore hatching and cross-hatching (Yr2)</li> <li>- Investigate tone (Yr2)</li> </ul>	<ul style="list-style-type: none"> <li>- Picasso showed a passion for drawing and art from an early age.</li> <li>- He spent most of his adult life in France.</li> <li>- One of Picasso's most famous paintings is 'The Weeping Woman.'</li> </ul>	<ul style="list-style-type: none"> <li>- Start to show an awareness of 3D objects when drawing.</li> <li>- Use simple patterns to create texture.</li> <li>- Create variations in tone.</li> <li>- Capture expression or mood in portraits.</li> <li>- Experiment with different grades of pencil.</li> <li>- Draw 3D shapes and consider their proportions.</li> <li>- Experiment with layering different media.</li> <li>- Apply pattern and texture in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- To observe the details in a self-portrait and use shading to create our own.</li> <li>- To experiment with different grades of pencils and to combine two when drawing.</li> <li>- To begin to show an awareness of 3D objects when drawing.</li> <li>- To use different media to achieve variations in tone and shading.</li> <li>- To apply simple patterns to create texture when drawing.</li> <li>- To master details in portraits to capture an expression or mood.</li> <li>- To experiment with different grades of pencils, to combine two or more when drawing.</li> <li>- To be able to choose and combine media for a desired effect.</li> <li>- To improve awareness of 3D shapes and their proportions.</li> <li>- To create more detailed textures using a wide range of drawing implements.</li> <li>- To experiment with layering different media forms.</li> <li>- To apply pattern and texture in a drawing by layering media.</li> </ul>	<ul style="list-style-type: none"> <li>- Use viewfinders for close observation (Yr5)</li> <li>- Understand foreground, middle ground and background (Yr5)</li> </ul>
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	Key Vocabulary	shading, pencil grades, method, portrait, landscape, emotion, expression, Pablo Picasso	Deeper Learning	Reflect on own drawings and provide feedback to their peers (constructive feedback)	
Computing (Multimedia)	<ul style="list-style-type: none"> <li>- Search for images online (Yr2)</li> <li>- Record sound files using a microphone (Yr2)</li> <li>- Add photos from a gallery (Yr2)</li> </ul>	<ul style="list-style-type: none"> <li>- Know the stages in creating a stop-animation.</li> <li>- Know how to plan, capture and create images, text and graphs.</li> <li>- Know how to plan and create animations to present learning.</li> <li>- Know how to combine images, text and graphs to present information.</li> </ul>	<ul style="list-style-type: none"> <li>- Use programs to present data (graphs).</li> <li>- To add text and images to presentations.</li> <li>- Create stop-motion animations.</li> <li>- Create stop motion animations with sound.</li> <li>- Use green screen technology to capture images for presentations.</li> <li>- Download and save audio files.</li> <li>- Add sound files to a variety of presentations e.g. green screen, iMovie.</li> </ul>	<ul style="list-style-type: none"> <li>- To use programs to present data (graphs).</li> <li>- To add text and images to presentations.</li> <li>- To create stop-motion animations.</li> <li>- To use green screen technology to capture images for presentations.</li> <li>- To create stop-motion animations with sound.</li> <li>- To download and save audio files.</li> <li>- Add sound files to a variety of presentations e.g. green screen, iMovie.</li> </ul>	<ul style="list-style-type: none"> <li>- Using video editing tools to refine work (Yr5)</li> <li>- Evaluating my own and others work (Yr5)</li> </ul>
	Key Vocabulary	stop-motion, animation, text, images, green screen, audio files, presentations.	Deeper Learning	Make font, colour and style choices to suit the presentation / project.	
PSHE (Economic Wellbeing)	<ul style="list-style-type: none"> <li>- Economic Wellbeing (Yr 2 and Yr 3/4 Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know that budgeting money is important.</li> <li>- Understand that there are a range of jobs available.</li> <li>- Know that money can be lost in a variety of ways.</li> <li>- Understand the importance of tracking money.</li> <li>- Know that many people will have more than one job or career in their lifetimes.</li> <li>- Explore ways to overcome stereotypes in the workplace.</li> <li>- Understand that there are different ways to pay for things.</li> <li>- Understand that some stereotypes can exist around jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the range of feelings that money can cause.</li> <li>- Discuss the different attitudes people have to money.</li> <li>- Explore the impact our spending can have on other people.</li> <li>- Explore the factors which affect whether something is value for money.</li> <li>- Discuss some impacts of losing money.</li> <li>- Identify negative and positive influences that can affect our career choices.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that a range of things might influence our spending decisions.</li> <li>- To understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.</li> <li>- To understand how to create a simple budget.</li> <li>- To understand how to keep track of money and why this is important.</li> <li>- To understand how situations involving money can affect our feelings.</li> <li>- To understand ways in which we can lose money and the range of</li> </ul>	<ul style="list-style-type: none"> <li>- Economic Wellbeing (Yr3/4: Cycle A)</li> <li>- Economic Wellbeing (Yr5/6: Cycle A and B)</li> </ul>

		but these should not affect people’s choices.		feelings associated with losing money. -To understand that a wide range of jobs are available and that skills and interests lead people to certain jobs. - To understand that there are a range of influences on job choices and that these can be positive or negative.	
	Key Vocabulary	Bank balance, Bank statement, Budget, Career, Debit card, Expense, Feeling, Qualification, Save, Spend, Stereotype	Deeper Learning	Plan a budget for a trip or holiday.	
Physical Education (O.A.A.)	O.A.A. (Yr 3/4 Cycle A)	- Know that ‘fear of failure’ can prevent us taking on challenges. - Know that ‘cooperating’ is another word meaning working together.	- Work as part of a team. - Cooperate and work together as a team. - Demonstrate encouragement and support. - Explain how they worked together. - Recognise individual strengths.	- To demonstrate working as part of a team to solve challenges. - To demonstrate cooperating as a team to solve challenges. - To show encouragement and support to team members. - To explain how they worked as a team to solve challenges. - To explain how they chose their team roles.	O.A.A – Trust and Trails (Yr3/4) O.A.A. (Yr 5/6)
	Key Vocabulary	fear of failure, cooperation, problem solving, teamwork, strengths, encouragement.	Deeper Learning	- Demonstrate the ability to lead others within a problem-solving situation.	
Why do Muslims fast during Ramadan?					
Religious Education (Islam)	- Submission to Allah - 5 Pillars (Saum, Zakat, Salah, Hajj, Shahada)	- The word commitment means to dedicated time and effort to something. - The 5 pillars are the foundations of the Islamic faith. - Muslims make a commitment to follow the 5 pillars of Islam.	- Use language to describe how and why Muslims fast during Ramadan. - Make links between Islamic beliefs and values. - Discuss how they show commitment in their life.	- To explore Islamic teachings about Ramadan from the Qur’an. - To use subject specific language to describe how and why Muslims fast at Ramadan. - To consider the role of sacrifice within religion and communities.	- What is Hajj and why is it important (Year 5/6) - Why is the Qur’an so important to

		- Many Muslims fast during the month of Ramadan.	- Explain the importance of Ramadan	- To reflect on their own beliefs, values and commitments.	Muslims? (Year 5/6)
	<b>Key Vocabulary</b>	Ramadan, Allah, commitment, Saum, Zakat, Salah, Hajj, Shahada, Mecca, Iftar,	<b>Deeper Learning</b>	How might fasting during Ramadan impact people's lives and families?	
<b>French (Animals)</b>	- Numbers to 20 (Autumn 1) - Colours (Autumn 2)	- Know French words for common animals. - Know that un/le is masculine and une/la is feminine	<ul style="list-style-type: none"> <li>- Say words and phrases that match pictures.</li> <li>- Read and understand simple written phrases.</li> <li>- Begin to recognise the gender of some common French words.</li> <li>- Use the correct gender for vocabulary taught.</li> <li>- Write some simple words.</li> <li>- Write simple phrases in a writing frame.</li> </ul>	<ul style="list-style-type: none"> <li>- To know the French words for common animals.</li> <li>- To identify the meaning of vocabulary by matching pictures and words.</li> <li>- To read and understand simple written phrases.</li> <li>- To begin to recognise the gender of some common French words.</li> <li>- To show an awareness of the correct gender for the vocabulary taught.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the correct gender for vocabulary taught (Yr4)</li> <li>- Understand that adjective endings match the gender (Yr6)</li> </ul>
	<b>Key Vocabulary</b>	un chien, un chat, un lapin, un cheval, un poisson, un serpent, masculine, feminine	<b>Deeper Learning</b>	Use adjectives to describe animals (colours).	

Year 3

Year 4