





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class)		TERM: Summer 1		Key Text:	Planet Omar: Accidental Trouble Magnet by Zanib Mian
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Gardener (Letter)					
English	Recount: Letters Y2	<p>Reading</p> <ul style="list-style-type: none"> -To know a paragraph is a group of sentences that shares a common idea. -To know the features of a letter. -To know dictionary strategies to help locate the correct word. <p>Writing</p> <ul style="list-style-type: none"> -To know a conjunction joins two sentences together and can show time, place and cause. -To know a paragraph is a group of sentences that shares a common idea. -To know the present perfect form are past actions that are related or continuing into the present. <p>Spelling</p> <ul style="list-style-type: none"> -To know words with the prefixes re-, mis- and dis-. 	<p>Reading</p> <ul style="list-style-type: none"> -To collect favourite words and phrases which capture the reader's interest and imagination. -To discuss the purpose of a paragraph and identify the key idea. -To evaluate how information is organised within a non fiction text. -To collect effective words and phrases which capture the reader's interest and imagination. -To explain how paragraphs are used to order or build up ideas. -To analyse how information is organised within a non fiction text. 	<p>Reading</p> <ul style="list-style-type: none"> -To listen to whole novels read by the teacher. -To read a range of letters. -To use dictionaries to check meanings of words they have read. -To collect words that will interest the reader. -To identify how an author uses paragraphs. -To identify and analyse how information is organised in non fiction. <p>Writing</p> <ul style="list-style-type: none"> -To use conjunctions to express time, place and cause. -To use adverbs. -To use paragraphs to group materials. 	Kick Persuasive Letter Maple

	<ul style="list-style-type: none"> -To know words with endings spelt -ture. -To know words with gue and que. -To know words with the prefixes inter- and anti-. -To know words with the roots: cent, chron and quad. 	<p>Writing</p> <ul style="list-style-type: none"> -To use adverbs to show how a verb is being completed. -To organise my writing into paragraphs. -To use the present perfect form of verbs. <p>Spelling</p> <ul style="list-style-type: none"> -To learn words with the prefixes re-, mis- and dis-. -To learn words with endings spelt -ture. -To learn words with gue and que. -To learn words with the prefixes inter- and anti-. -To learn words with the roots: cent, chron and quad. 	<ul style="list-style-type: none"> -To use the present perfect form of verbs. <p>Spelling</p> <ul style="list-style-type: none"> -To spell words with the prefixes re-, mis- and dis-. -To spell words with endings spelt -ture. -To spell words with gue and que. -To spell words with the prefixes inter- and anti-. -To spell words with the roots: cent, chron and quad. 	
Hammer the Grammar / Short Story (Familiar Setting)				
Stories with familiar settings : Y2	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To recap a range of KS1 conjunctions including- but, since, yet, until. -To know subordinating conjunctions including if, since, as, when, although, while, after, before, until, because. -To know that a complex sentence joins a main clause with a subordinate clause. <p>Short Story (Familiar Setting)</p>	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To create and write complex sentences using subordinating conjunctions. <p>Short Story (Familiar Setting)</p> <ul style="list-style-type: none"> -To organise my writing into paragraphs. -To use the five senses to write a setting description. -To use literacy devices such as similes and expanded noun phrases to describe a setting. 	<p>Hammer the Grammar</p> <ul style="list-style-type: none"> -To recap conjunctions. -To know a range of subordinating conjunctions. -To understand main clauses and subordinate clauses. -To create complex sentences using subordinating conjunctions. <p>Short Story (Familiar Setting)</p> <ul style="list-style-type: none"> -To know what a setting is. -To investigate effective vocabulary for a setting. 	Setting Description: Maple- Cycle A

		<ul style="list-style-type: none"> -Know that a setting is where and when the story takes place. -Know that an author will use descriptive language to describe the setting to the reader. -Know the five senses. -Know that a simile uses as or like to compare. -Know that an expanded noun phrase adds more detail to a noun using adjectives or prepositional phrases. 		<ul style="list-style-type: none"> -To use the senses to describe. -To plan a setting description. -To write a setting description. 	
	Key Vocabulary	<ul style="list-style-type: none"> -Simile phrase -Complex sentence -Conjunctions 	<ul style="list-style-type: none"> -Prepositional 	Deeper Learning	-Use Science knowledge of plants to enhance setting.
Maths	<ul style="list-style-type: none"> - Decimals (inc. money) - Time 	Select the files to the right for more detailed guidance.		 Yr3_4 Decimals-including-m	 Yr3_4 Time.pdf
	What do plants need to survive?				
Science plants	Plants- year 2 How do plants turn from seeds to flowers? Spring 2	<ul style="list-style-type: none"> -To know that plants need light, water, soil, air and space to stay alive. - To know that plants need soil to grow in, from which they can extract nutrients. - To know that too much sunlight and not enough water will cause plants to dry out. - To know and how different factors influence plant growth (lack of light, lack of water, lack of nutrients and low temperatures). - To name the different parts of a plant/tree- roots, stem/trunk, leaves and flower. - To know: 	<ul style="list-style-type: none"> -To explore the requirements of plants for life and growth and how they vary from plant to plant. -To ask relevant questions and use different types of scientific enquiries to answer them. - To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. - To investigate the ways in which water is transported within plants. - To explore and investigate the role of flowers in the life cycle of flowering plants. - To plan and carry out a simple enquiry and observe over time. 	<ul style="list-style-type: none"> - To describe the function of different parts of flowering plants and trees (roots, stem/trunk, leaves, flowers). - To explore and describe the needs of different plants for survival (air, light, water, nutrients and room to grow). - To explore and describe how water is transported within plants. - To describe the plant life cycle, especially the importance of flowers (pollination, seed formation and seed dispersal). 	Maple- how can animals and plants be grouped?

		<p>Sepals (if present) help to protect the flower in bud</p> <p>Petals attract insects with colour, scent and nectar</p> <p>Stamens make pollen and hold it in position</p> <p>Stigma receives pollen during pollination</p> <p>Ovary contains undeveloped seeds. If fertilised, develop into seeds.</p> <p>Fruit holds the seeds.</p>		<ul style="list-style-type: none"> - To set up a simple enquiry to explore a scientific question. - To set up a test to compare two things. - To set up a fair test and explain why it's fair. - To make careful and accurate observations, including the use of standard units. - To use findings to report in different ways, including oral and written explanations, presentation. - To draw conclusions and suggest improvements 	
	Key Vocabulary	air - light - water - nutrients - soil - reproduction - transportation - dispersal - pollination - flower	Deeper Learning	To explore plants in different environments/ climates and what they need more/ less of to survive.	
	How has London changed over time?				
Geography (Study of a U.K. region)	<p>How is our local area different to...China or Lake District? Elm</p>	<ul style="list-style-type: none"> -To know London is the capital of England. -To know a four figure grid reference needs you to use the horizontal line first followed by the vertical line. -To be able to name 5 London points of interest. -To be able to express positive points about population and visitor growth (economy, finance). -To be able to express negative points about the population and visitor growth (traffic congestion, pollution). 	<ul style="list-style-type: none"> -To locate London using maps. -To use the four compass routes to describe our journey from Hoghton to London. -To identify London points of interests using four figure grid references. -To compare and contrast maps of London looking at changes in the land pattern. -To research and present the findings of how London's population and visitor growth has changed over time. -To identify the best period of time to live in London and why. 	<ul style="list-style-type: none"> -To locate London on a map. -To describe our travel route to London using four points on a compass. -To use four figure grid references. -To make comparisons across a variety of London maps to identify changes in land pattern. -To research the population and visitor growth. -To identify positive and negative points about population and visitor growth. -To identify the best period to have lived in London and why 	<p>What are the similarities and differences between London and Paris?</p> <p>Maple</p>

	Key Vocabulary	Four figure grid reference, rural, urban, pollution, traffic congestion, population, growth, clearing fields, forests, building, developments.	Deeper Learning	To make connections with London's land use changes and consider this for their local area.		
Computing (Multimedia)	- Search for images online (Yr2) - Record sound files using a microphone (Yr2) - Add photos from a gallery (Yr2)	- Know the stages in creating a stop-animation. - Know how to plan, capture and create images, text and graphs. - Know how to plan and create animations to present learning. - Know how to combine images, text and graphs to present information.	- Use programs to present data (graphs). - To add text and images to presentations. - Create stop-motion animations. - Create stop motion animations with sound. - Use green screen technology to capture images for presentations. - Download and save audio files. - Add sound files to a variety of presentations e.g. green screen, iMovie.	- To use programs to present data (graphs). - To add text and images to presentations. - To create stop-motion animations. - To use green screen technology to capture images for presentations. - To create stop-motion animations with sound. - To download and save audio files. - Add sound files to a variety of presentations e.g. green screen, iMovie.	- Using video editing tools to refine work (Yr5) - Evaluating my own and others work (Yr5)	
	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.		
Art (Drawing: Vincent Van Gogh-Self Portraits)	Art-Sketching- Vincent Van Gogh- Oak Class	-To revise knowledge of Vincent Van Gogh from Year 1. This includes knowing the names of his paintings ('The Starry Night', 'The Bedroom', 'Self Portrait' and 'Vase with Fifteen Sunflowers'), when he was born/died (1853/1890) and that he was Dutch and influential. -Van Gogh painted between 35 and 40 self-portraits during his career. -Van Gogh produced self-portraits because he wanted to practice painting people and painting himself saved money.	-Infer Van Gogh's personality from studying a range of self-portraits and suggest how he felt (mentally and physically exhausted). -To use pencil techniques to shade including hatching, cross-hatching and contour hatching. -To investigate different media for shading including charcoal and fineliners. -To look at perspective, proportion, shadow and texture to master details in portraits.	Year 3 -To observe the details in self-portrait and use shading to create our own. -To use different media to achieve variations in tone and shading. Year 4 -To master details in portraits to capture an expression or mood. -To experiment with different grades of pencil, to combine two or more when drawing.	Art- Observational Drawing-Aboriginal Art- Maple Class	

			-To understand the different grades of pencil and combine two or more when drawing.	-To be able to choose and combine media for a desired effect.	
	Key Vocabulary	Self-portrait, shading, tone, expression, mood, tone,		Deeper Learning	To be able to choose a background colour that reflects different moods, for example, yellow for a happy portrait and blue to give a calm feeling.
PSHE (Economic Wellbeing)	Year 2 Summer 1 Economic Wellbeing	-Ethics is what is right and good – honest, truthful and fair. -A budget is a plan for saving and spending money over a certain time. -A stereotype is a belief about someone based on how they look or what group they belong to.	-Identify how different factors influence our spending decisions. -Create a budget. -Create a budget and identify why it is important (Y4). -Use role play to show how having, spending and losing money can affect our feelings. -Research future career options. -Explore stereotypes associated with certain job roles.	-To begin to recognise how ethics can influence our spending decisions (Y3) / To begin to understand what makes something good value for money (Y4). - To understand how to put together a budget (Y3) / To begin to understand the importance of keeping track of money (Y4). - To recognise that money has an impact on how we feel (Y3) / To understand ways money can be lost and how this makes people feel (Y4). - To understand that there are a range of jobs available and to think about what job they might want to do (Y3) / To consider positive and negative factors that can influence people's career choices. (Y4) - To understand that stereotypes exist in the workplace but these should not limit people's career aspirations.	Year 5/6 Maple/Elder Cycle B Summer 1: Economic Wellbeing
	Key Vocabulary	-bank balance -bank statement -budget -career -debit card -expense –feeling –qualification –save –spend -stereotype		Deeper Learning	To identify how stereotypes can be challenged.
French (Animals)	Ash Cycle B Animals (Y3)	- Know the French words for common animals. -To know and be able to match up to 8 animals in French to their picture.	- Identify the meaning of vocabulary by matching pictures and words. -Say words and phrases that match pictures.	-To identify and match animals to French vocabulary. -To understand the meaning of simple pictures and attempt to respond. -To show an awareness of masculine and feminine nouns.	Y4 - To write simple, familiar phrases within a sentence writing frame. Y5

	<ul style="list-style-type: none"> -Know spelling patterns to write the correct vocabulary for animals in French. -Know the phrase 'mon animal préféré est'. - Know how to say and write gender. un → masculine une → feminine. -Know how to respond to questions about different animals. - To show an awareness of the correct gender for the vocabulary taught. 	<ul style="list-style-type: none"> - Understand the meaning of simple pictures and attempt to respond. - Recognise the gender of some common French words. - Understanding French language in simple written phrases about animals. - Write a few simple words and familiar phrases. -Use the correct gender for the vocabulary taught with increasing accuracy. -To be able to say short phrases to give a basic personal response in French. 	<ul style="list-style-type: none"> -To write a few simple words and phrases about animals in French. - To read and understand simple written phrases about animals. -To write simple, familiar phrases within a sentence writing frame. -To identify the correct gender for the masculine and feminine nouns in French. -To ask and answer simple questions to give basic information. -To be able to spot spelling patterns in French vocabulary. -To be able to say short phrases about my favourite animal. 	<ul style="list-style-type: none"> - To be able to write two or three short sentences about a familiar topic. 	
	Key Vocabulary	un chien, un chat, un lapin, un cheval, un poisson, un serpent, une tortue, une souris.	Deeper Learning	To use French vocabulary confidently and fluently to an audience.	
	Outdoor Adventurous Activities (O.A.A.)				
Physical Education	Y2 To be able to work with others to complete a journey.	<ul style="list-style-type: none"> -Know how to manage roles to create a successful team. -Know how to communicate with others to share your ideas. - Know the meaning of the terms solution, co-operation, challenge. -Know how to deliver concise instructions. -Know your own strengths and how they help others. 	<ul style="list-style-type: none"> -To use co-operation skills to work as part of a team. -To try a variety of ideas to find a solution. -To use instructions to guide others. -To use time and positional language to form instructions. 	<ul style="list-style-type: none"> -To be able to work as part of a team. -To be able to verbalise concise instructions. -To be able to take a role in a team to complete a challenge. 	Y5 To use concise instructions to complete team challenges.
	Key Vocabulary	Co-operation, solution, challenge, concise, instruction, position (forward, left, right, diagonal, backwards, turn), direction.	Deeper Learning	Challenged to construct own game with a given number of players, creating specific roles for all.	
	Net and Wall				
Y2 To be able to strike a ball to a partner.	<ul style="list-style-type: none"> -Know different ways to throw a ball – overarm, underarm, 2 handed, 1 handed, soft, high, low, high. 	<ul style="list-style-type: none"> -To use a variety of throws for purpose. -To use one and two handed catch techniques. 	<ul style="list-style-type: none"> -To explore different throwing actions. - To be able to catch accurately in play. - To be able to strike a ball using bat or hand. 	Y5 To demonstrate simple tactics in a net game.	

		-Know the correct body position needed to throw accurately. -Know how to position hands to catch a ball effectively.	-To use the correct hand position to hold a bat/racquet and strike a ball.	- To begin to use a racquet accurately.	
	Key Vocabulary	throwing arm, ready position, racquet, overarm, underarm, 2 handed, 1 handed, soft, hall, low, high.	Deeper Learning	To demonstrate tactics when striking a ball, placing a ball in a chosen area of the court.	
Religious Education (Sikhism)	Why are the Gurus important to Sikhs?				
		-To know that Sikhs follow the teachings of Gurus -To know Guru Nanak was the first Guru and the founder of Sikhism. -To know rhe word of God is revealed through the Gurus	-To discuss what makes someone a good leader/bad leader. -To discuss if we respect all leaders.	-To identify leaders in our lives and share ideas about how they have influenced our lives. -To discuss what qualities make someone a good leader. -To discuss the main beliefs in Sikhism. -To explain who founded Sikhism and where. To discuss the significance of Guru Nanak's life. -To discuss tenth Sikh Gurn	
	Key Vocabulary		Deeper Learning		