





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)					
TERM: Autumn 2		Key Text:		Letters from the Lighthouse by Emma Carroll	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Recount – Letters from the Lighthouse					
English	<p>Maple: Summer 1: The Creature (Newspaper Report)</p>	<p>Reading</p> <ul style="list-style-type: none"> - Know how to justify opinions using (Point + Evidence + Explanation). - Know how punctuation affects reading. - Know the meaning of figurative language. - Know what underlying themes within texts are. - Know what figurative language is and its impact. - Know how to skim and scan texts to locate key information and language. <p>Writing</p> <ul style="list-style-type: none"> - Include parenthesis in writing using correct punctuation. - Use a sentence which includes a semi-colon in writing. - A colon (:) is used before a list and a semi-colon (;) is used to separate items within a list. 	<p>Reading</p> <ul style="list-style-type: none"> - Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Discuss and evaluate how authors use language (including figurative language), considering the impact on the reader. - Explain the effect on the reader of the authors’ choice of language. - Understand underlying themes, causes and consequences within whole texts; e.g. friendship, loneliness, happiness, hope. - Use a combination of skimming, scanning and close reading across a text to locate specific detail. <p>Writing</p> <ul style="list-style-type: none"> - To use hyphens to avoid ambiguity. 	<p>Reading</p> <ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. - Make comparisons within and across books. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To identify how language, structure and presentation contribute to meaning. - To provide reasoned justifications for my views. - To identify themes and conventions within and across a wide range of writing. - To learn a wider range of poetry by heart. <p>Writing</p> <ul style="list-style-type: none"> - Know how hyphens can be used to avoid ambiguity. 	<p>Further recount writing at KS3 and beyond.</p>

	<ul style="list-style-type: none"> - A semi-colon (;) colon (:) and dash (-) is used to mark the boundary between independent clauses. - Hyphens are used to connect whole words, words and prefixes and parts of words, either temporarily or permanently. They're often used to avoid ambiguity. - Informal writing / speech using more casual language and is more personal than formal writing. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of words ending in -tial, -ant, -ance, -ancy, -ent and -ence. 	<ul style="list-style-type: none"> - Introduce a list using a colon and separate items within a list using a semi-colon. - Write using informal speech. - To recognise and use similes and personification in own writing. - To recognise and use the subjunctive form. - To mark parenthesis using brackets, dashes or commas. <p>Spelling</p> <ul style="list-style-type: none"> - The spelling patten -tial usually follows a consonant. - Generally, '-cial' follows a vowel whereas '-tial' follows a consonant. 	<ul style="list-style-type: none"> - To use a colon to introduce a list and semi-colon within lists. - To use the semi-colon, colon and dash to mark the boundary between independent clauses. - To understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing. - To use similes and personification in writing. - To use the subjunctive form. - To mark parenthesis using brackets, dashes or commas. <p>Spelling</p> <ul style="list-style-type: none"> - To spell words ending -tial. - To spell words ending -ant - To spell words ending -ance and -ancy. - To spell words ending -ent and -ence. 	
	Key Vocabulary		Enrichment Opportunities	
Hammer the Grammar and Historical Fiction				
Elder: Autumn 1: Kensuke's Kingdom by Michael Mopurgo	<p>Grammar</p> <ul style="list-style-type: none"> - Modal verbs are words such as: might, will, could, must. - Informal structures include contractions and colloquial language. <p>Writing</p>	<p>Grammar</p> <ul style="list-style-type: none"> - To use different modal verbs / adverbs to indicate how likely something is to happen. - To use structures for informal speech in writing. <p>Writing</p>	<p>Grammar</p> <ul style="list-style-type: none"> - To indicate degrees of possibility using adverbs or modal verbs. - To understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing. 	Elder: Spring 2: the Graveyard Book by Neil Garman.

		<ul style="list-style-type: none"> - Historical fiction features include: characters, settings and events from the past; based on historically valid events; historically accurate vocabulary; - Cohesive devices include use of: conjunctions, pronouns, adverbials and words families. 	<ul style="list-style-type: none"> - To write using the features of historical fiction. - To recognise and use world war two themed language. To use cohesive devices within independent writing. - To include accurately punctuated dialogue within my writing. 	<p>Writing</p> <ul style="list-style-type: none"> - To identify the features of historical fiction. - To generate language typical of the historical time period. - To build cohesion within and between paragraphs. - To include realistic dialogue within my writing. - To write a short historical story. 	
	Key Vocabulary	modal verbs, pronouns, conjunctions, informal, formal, adverbials, word families		Enrichment opportunities	Children publish own work in the library.
Maths	<ul style="list-style-type: none"> - Fractions - Multiplication and Division 		Select the files to the right for more detailed guidance.	 MA Y5 Y6 Autumn Block 4 SOL Fractions	 MA Y5 Y6 Autumn Block 5 SOL Multiplica
	What are microorganisms and are they all harmful?				
Science	Living things and their habitats- Maple	<ul style="list-style-type: none"> -to know Carl Linnaeus as a pioneer of classification. - to know that flowering plants can be classified into grasses, shrubs, cereals, and deciduous trees. -to know that non-flowering plants can be classified into algae, mosses, ferns and coniferous trees. To know that animals that are vertebrates can be classified into birds, fish, reptiles, mammals and amphibians. To know that animals that are invertebrates can be classified into molluscs, annelids, arachnids, crustaceans, sponges, echinoderms and insects. 	<ul style="list-style-type: none"> -to research Carl Linnaeus and write a biography using the findings. - classify animals which are invertebrates using a branching key -give reasons for classification - present data on invertebrate found in our local area (bar/tally) - use observation to classify plants. -classify micro-organisms - research micro-organisms. 	<ul style="list-style-type: none"> - To classify living things into broad groups according to observable characteristics and based on similarities and differences. - To describe how living things have been classified. - To give reasons for classifying plants and animals in a specific way. - To sub-divide their original groupings and give suitable explanations. 	KS3

		To know that micro-organisms can be classified into bacteria, viruses, fungi, algae and protozoa.				
	Key Vocabulary	classification - vertebrates - invertebrates - microorganisms - amphibians - reptiles - mammals - insects	Enrichment opportunities	Investigate the microorganisms on hands by pressing hand in bread and storing in a clear Ziplock bag. Do not open bag because of spores. Who has the hands with the most microbes on? Set up a clear zip bags or boxes with different foods in for the children to see the different types of moulds. E.g. strawberries, orange, and other fruits		

	How did Hitler's rule change the way people lived?				
History	<p>Great Fire of London</p> <p>Victorians</p> <p>Romans</p> <p>Egyptians</p> <p>Plague</p> <p>Bronze Age-</p> <p>Stone Age</p> <p>Anglo Saxons</p> <p>Vikings</p> <p>Shang Dynasty</p> <p>Mayans</p>	<p>-To know that WW2 started in 1939</p> <p>-To know Germany were defeated in WW1 in 1918 and that they lost lots of land and power.</p> <p>-As punishment Germany were forbidden from having a large army, navy or airforce.</p> <p>-In 1933 Adolf Hitler became the chancellor of Germany and led the Nazi party.</p> <p>-Hitler believed Germany to be superior and wanted a pure German race.</p> <p>-In 1938, Hitler sent an army to occupy places like Austria, Czech Republic and Slovakia and Poland.</p> <p>-Food, fuel and clothing was rationed.</p> <p>-Men had to serve their country.</p> <p>-Women were encouraged to stay home, look after the children and help with the war effort.</p> <p>-Children living in busy cities at risk of aerial bombing were evacuated to</p>	<p>-To recall significant people, dates and events and order them chronologically.</p> <p>-To explain who Adolf Hitler was, his motives and intention.</p> <p>- To explain how Hitler spread propaganda and anti-Semitic views that fuelled his armies to act the way they did.</p> <p>- To identify which countries were allies and axis fighting against each other.</p> <p>- To identify countries and groups of people who were involved in the Holocaust.</p> <p>- To describe how men and women in Britain helped the war effort.</p> <p>- To explain how the war affected children in Britain.</p> <p>- To explain how the war contributed to food and fuel shortages.</p> <p>- To explain what axis troops occupying concentration camps did</p>	<p>- To place periods studied in relation to other time periods and make comparisons.</p> <p>- To use appropriate vocabulary to describe historical concepts (propaganda, bias etc).</p> <p>- To identify changes and links within and across the time periods studied.</p> <p>- To use a source to suggest what life was like and test using further research.</p> <p>- To recognise why some events and people are judged as more significant than others.</p> <p>- To communicate historical information in a range of different ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama).</p>	<p>KS3- challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>A local history study</p>

		<p>countryside areas away from their parents.</p> <ul style="list-style-type: none"> -Main Axis: Germany, Japan, Italy -Main Allies: Great Britain, United States, Russia, France. -Propaganda posters were used to influence how people viewed the war in Britain or to spread hatred of Jewish people (in Germany). -This led to the Holocaust and the death of 6 million Jews. -Jewish people, disabled people, gay people and others who he deemed inferior were sent to concentration camps and killed. -WW2 ended in 1945 when German armies surrendered. 	<p>to groups of Jewish, disabled or gay people across central Europe.</p> <ul style="list-style-type: none"> - To explain how WW2 ended. 		
	Key Vocabulary	Axis, allies, race, Hitler, military, army, navy, air force, propaganda, bias, bombing, ration, occupy, Jewish, anti-Semitic, Holocaust	Enrichment opportunities	Class trip to WW2 bunker in Liverpool	
Design Technology (Food tech)	Year 5-Use a range of ingredients.	<ul style="list-style-type: none"> -Know that nutritional labels must display the amount of energy (calories and kilojoules) and the amount of fat, saturated fat, carbohydrates, sugars, proteins and salt (all expressed in grams present in 100g of the food. -Know that a varied, well-balanced diet means eating a variety of foods from each of the 5 food groups daily, in the recommended amounts. -Know that sweet foods have sugar, sweetener or honey, whereas savoury is the opposite. They are more filling- meaning they are more salty, heavy and even spicy. 	<ul style="list-style-type: none"> -Sketch and design a savoury dish. -Use labelling to explain ingredients and nutritional information. -Select from a range of techniques. -Suggest improvements to my outcome. 	<ul style="list-style-type: none"> -Know the nutritional information on food packaging. -Know what constitutes a healthy and varied diet. -Know the difference between savoury and sweet, give examples of these and justify my own preferences. -Design a savoury dish of my choice including varied food. -Label my savoury design dish with nutritional information. 	KS3- children will learn the underlying principles of food science and the practical skills of cooking.

				<ul style="list-style-type: none"> -Select techniques required to create a savoury dish of my choice. -Evaluate my savoury dish and suggest improvements. 	
	Key Vocabulary	Nutrition, savoury, fat, energy, sweet, design		Enrichment opportunities	Children to create a sweet dish of their choice and share with the class.
Music (Creating and Composing)	<p>Year 4</p> <ul style="list-style-type: none"> - Know the worth of a minim and a crotchet and recognise the symbols on a staff. <p>Year 5-</p> <ul style="list-style-type: none"> Notations of a semibreve and quaver. 	<ul style="list-style-type: none"> - Know and use the EGDBF and FACE on a musical staff. - Know that a semibreve is a whole note. - Know that a quaver is a musical note that is half as long as a crotchet. - Know that a dotted minim lasts for 3 beats. - Know that an accent is an emphasis or stress placed on a particular note or set of notes. - Know how to perform on a glockenspiel to create a certain mood. 	<ul style="list-style-type: none"> - Analyse music with a glockenspiel being played (jazz, rock, ect) -Explore music that create various moods. - Know and use the EGDBF and FACE on a musical staff. - Compose using notations of a semibreve and quaver (and prior notation) - Explore music that has a dotted minim and an accent. 	<ul style="list-style-type: none"> - To explore and play repeated rhythmic patterns on different percussion instruments. -To analyse music genres that the glockenspiel can be identified in. - To understand and identify notations of a semibreve and quaver. -To understand and identify a dotted minim and an accent. - To recognise the EGDBF and FACE on a musical staff when playing the glockenspiel. - To compose music using a dotted minim and an accent. - To compose music on the glockenspiel that creates a mood. - To compose music on the glockenspiel that creates different moods. -To perform to an audience using the glockenspiel, reading different notations. 	<p>Year 6- Compose music using a dotted minim and an accent.</p> <p>KS3- Music NC</p>

	Key Vocabulary	Musical stave, semibreve, quaver, percussion, dotted minim, accent	Enrichment opportunities	To perform for an assembly using the glockenspiel as a class.	
PSHE (Family and Relationships)	How can I build positive relationships with those around me?				
	Y3/4 Cycle A Family and Relationships	<ul style="list-style-type: none"> -Respects means you interact with someone in a way that shows that you care about their well-being and how they feel. -A dispute is an argument or debate. - Negotiation is coming to an agreement through discussion. - A compromise is a settlement of a disagreement in which each side gives up something. -Discrimination is when someone treats you differently, unfairly or worse because of multiple factors. -Grief is what we feel after loss. This may include different emotions and intense feelings. 	<ul style="list-style-type: none"> -Identify the potential highs and lows of a friendship. -Explain what respect means and how it can be shown. - Explore how people may respond in different scenarios. - Identify compromises that could be made in scenarios which include conflict. - Describe how attitudes to gender have changed. -Explore the impact of stereotypes. - Explain the meaning of grief and when people may experience grief. 	<ul style="list-style-type: none"> -To explore the ups and downs of friendships. - To understand what we mean by respect and why it is important. - To understand that respect is two-way and how we treat others is how we can expect to be treated. - To resolve disputes and conflict through negotiation and compromise. - To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. - To recognise how attitudes to gender have changed over time (Year 5). - To explore the impact of stereotypes and how they can lead to discrimination (Year 6). - To explore other people's attitudes and ideas and to begin to challenge these (Y5). -To understand stereotypes and be able to share information on them (Y6). - To begin to understand the process and emotions relating to grief. 	KS3 PSHE
	Key Vocabulary	-friendships -respect –disputes –conflict – negotiation –compromise –gender – stereotypes –discrimination -grief	Enrichment opportunities	Create a new version of the song 'Respect' linked to this half term's learning.	
Physical Education	Dance				
	-To be able to copy	<ul style="list-style-type: none"> -Know how to construct a dance. -Know the meaning of dynamics. 	<ul style="list-style-type: none"> -Use communication and listening skills to share ideas with others. 	<ul style="list-style-type: none"> -To be able to construct a dance and share their own creations. 	KS3

	<p>movements accurately,</p> <p>-To be able to create own dance moves, using a character and teach the moves to others.</p> <p>-To be able to keep in time with music.</p> <p>-To be able to perform a duet with expression.</p>	<p>-Know the meaning of choreography.</p> <p>-Know the difference between duet and group dances.</p> <p>-Know the difference between heroes and villains and how to demonstrate their characteristics.</p> <p>-Know the impact dance can have on audience emotions.</p>	<p>-Use expression to represent roles in dance (heroes/villains).</p> <p>-Use stimulus to create dances.</p> <p>-Use compromise and empathy when working in a team to make creative decisions.</p>	<p>-To be able to construct a group dance using a range of dynamics, accurately timed.</p> <p>-To be able to develop a well-rehearsed duet that demonstrates a range of choreographic techniques.</p> <p>-To be able to use different stimuli to create two different dances.</p>	
	Key Vocabulary	Duet, dynamic, choreography, expression, rhythm, phrases, impact.	Enrichment Opportunities	Use stillness, rhythm and phrases to add impact and expression.	
Invasion games					
	<p>-To send and receive a ball in games.</p> <p>-To apply simple tactics in invasion games.</p>	<p>-Know that a rugby ball must be passed backwards.</p> <p>-Know how to pass a rugby ball, using two hands and crossing the body.</p> <p>-Know where to aim the ball when passing (breadbasket).</p> <p>-Know the meaning of tactics and their advantage.</p> <p>-Know how to use tactics in a rugby-type game.</p>	<p>-Use two hands to successfully pass a rugby ball with accuracy.</p> <p>-Use voice to indicate passes and ability to receive.</p> <p>-Use space to enable passes.</p> <p>-Use tactics (feints, dummy pass, sidestep, dodge) to send the ball into space, limiting attacking opportunities.</p>	<p>-To be able to pass and catch a ball with accuracy and control.</p> <p>-To be able to apply tactics when playing a rugby game.</p> <p>-To apply attacking and defending tactics.</p>	KS3
	Key Vocabulary	Pass, receive, backwards, 'breadbasket', attack, defend, tactic, accuracy, control, feint, dummy pass, sidestep, dodge.	Enrichment Opportunities	-Challenge all team members to pass and receive the ball before reaching the try line.	

					-Challenge children to use rugby positions so that space on the pitch is fully used.
Religious Education (Hindu Dharma)	Is there one journey or many?				
	Maple- What might Hindus learn from stories about Krishna?	-To know the four Ashramas are: Brahmacharya (student), Grihastha (householder), Vanaprastha (retired) and Sannyasa (renunciation). -To know the Moksha, is for Hindus, journey's end for it is salvation: union with God, the Supreme Being, and liberation from the cycle of rebirths. -To know that a Samskara is a <u>purificatory</u> ceremony or <u>rite</u> marking a major event in one's life	-To share ideas about how people achieve different milestones at different times in their lives. -To discuss how the children have changed throughout their lives. -To share ideas about who influences/inspires their own personal goals and milestones.	-To know what a milestone is and discuss key milestones throughout our lives. -To know Hindus believe that there are four stages of life, Ashramas. -To know what reincarnation means. To discuss why this is important to Hindus. -To list and discuss the importance of Samskaras. To know Samskaras occur in different Ashramas. -To share ideas about how Hindus can achieve Moksha. -To share the journey of our lives so far and where we would like our journey through life to take us.	Hindu Dharma- KS3 To know and understand Hindu beliefs about the soul and karma.
	Key Vocabulary	Milestone, karma, Ashramas, Moksha, rebirth, reincarnation, Samskara.	Enrichment opportunities	-Visit a place of Hindu temple -Email a believer and ask about Ashramas, Samskaras, Karma and Moksha. Find out what difference these teachings have in their lives and how they change their behaviour because of them.	
French (Time)	Time				
	Ash -Age and Numbers Maple - Numbers and Months Elder -Alphabet and Numbers	-Know the French vocabulary and phrases for telling the time. -Know how to say a sentence in the present tense using one verb. -Know how to write present tense verbs in the context of the time in French. -Know how to apply the correct phrases to sentences to ask and answer questions. -Know how to identify familiar phrases to read French timetables and Tv schedules.	-Identify the main points from a short, written passage. - Hold a simple conversation by asking and answering questions. - Develop pronunciation using familiar words and phrases. - Write two or three short sentences about a familiar topic. - Say French sentences in the present tense. - Analyse the main points and some detail in longer, written passages.	-To understand the French vocabulary and phrases for telling the time. -To speak in sentences, using familiar vocabulary in the context of telling the time. - To be able to say a sentence in the present tense using one verb. - To be able to say and write a sentence in the present tense using more than one verb, e.g. I am, I go, I play. -To understand how to say and write at what time people do activities during the day in French.	Y6 - To be able to write a short paragraph in French about a familiar topic. KS3-NC

			<ul style="list-style-type: none"> - Develop more accurate pronunciation when reading aloud. - Write a short paragraph about a familiar topic. - Say and write a sentence in the present tense using more than one verb. 	<ul style="list-style-type: none"> - To be able to write a short paragraph about what time people do activities during the day in French. - To ask questions about what time a programme is starting on a TV schedule. -To ask and answer questions about what time a programme is starting using quarter to and quarter past. -To read a school timetable by identifying familiar phrases. - To create a French school timetable by writing familiar phrases and vocabulary. 	
	Key Vocabulary	Quelle heure est-il?, il est..., numbers 1-12, heure, et demie, et quart, moins le quart, midi, minuit.	Enrichment opportunities	To create a PowerPoint on time in French and share with the class.	