Coupe Green Primary School

'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**
English	**Recount – Letters from the Lighthouse**				
	Maple: Summer 1: The Creature (Newspaper Report)	**Reading** - 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. **Writing** - 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.	**Reading** - 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. **Writing** - To use hyphens to avoid ambiguity.	**Reading** - 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. **Writing** - Know how hyphens can be used to avoid ambiguity.	Further recount writing at KS3 and beyond.

		- 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. **Spelling** - Know a range of words ending in -tial, -ant, -ance, -ancy, -ent and -ence.	- 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. **Spelling** - The spelling patter -tial usually follows a consonant. - Generally, '-cial' follows a vowel whereas '-tial' follows a consonant.	- 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. **Spelling** - 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	**Grammar** - Modal verbs are words such as: might, will, could, must. - Informal structures include contractions and colloquial language. **Writing**	**Grammar** - To use different modal verbs / adverbs to indicate how likely something is to happen. - To use structures for informal speech in writing. **Writing**	**Grammar** - 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.

		- 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.	- 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.	**Writing** - 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	- 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	
Science	**How do reflections and shadows help us understand light?**				
	Year 3/4, Cycle A, Spring 2: Light and Shadow	- Light travels in straight lines from a light source and can be represented using rays. - We see objects because light travels from a source, reflects from an object and enters our eyes. - Shadows form when an opaque object blocks light. The size and shape of a shadow depend on the position of the light source and the object. - Reflection occurs when light bounces off a surface. Smooth, shiny surfaces such as mirrors produce clear reflections. - Mirrors can change the direction of light. Light reflects predictably from mirror surfaces.	- Use models and diagrams to represent scientific ideas about the pathway of light. - Use scientific explanations to describe how we see and communicate ideas using labelled diagrams. - Plan and carry out a comparative investigation, taking measurements and identifying patterns in results. - Observe and record evidence to identify how light behaves when it strikes different surfaces. - Design, test and refine an investigation using mirrors to direct light towards a target.	- To understand that light travels in straight lines from a light source. - To explain how light enters the eye and enables us to see objects. - To investigate how the position of a light source affects the size and shape of shadows. - To understand and explain how light is reflected from a mirror. - To investigate how mirrors can be used to change the direction of light. - To apply understanding of light and reflection to	Further scientific study at KS3 and beyond

		- Knowledge of light and reflection can be applied to solve problems and create useful devices such as periscopes.	- Apply scientific knowledge to design, make and evaluate a solution to a real-world problem.	design and evaluate a practical solution.	
	Key Vocabulary	light source, light, ray, light ray, beam, pathway, direction, reflect, reflection, mirror, incident ray, reflected ray, angle, shadow, opaque, transparent, translucent, surface, eye, pupil, retina, periscope, spectrum, observe	**Enrichment opportunities**	- Investigate optical illusions and explain how the eye and brain interpret light. - Explore how periscopes are used in submarines and military vehicles.	
History	**How did Hitler's rule change the way people lived?**				
	Great Fire of London Victorians Romans Egyptians Plague Bronze Age-Stone Age Anglo Saxons Vikings Shang Dynasty Mayans	-To know that WW2 started in 1939 -To know Germany were defeated in WW1 in 1918 and that they lost lots of land and power. -As punishment Germany were forbidden from having a large army, navy or airforce. -In 1933 Adolf Hitler became the chancellor of Germany and led the Nazi party. -Hitler believed Germany to be superior and wanted a pure German race. -In 1938, Hitler sent an army to occupy places like Austria, Czech Republic and Slovakia and Poland. -Food, fuel and clothing was rationed. -Men had to serve their country. -Women were encouraged to stay home, look after the children and help with the war effort. -Children living in busy cities at risk of aerial bombing were evacuated to countryside areas away from their parents. -Main Axis: Germany, Japan, Italy	-To recall significant people, dates and events and order them chronologically. -To explain who Adolf Hitler was, his motives and intention. - To explain how Hitler spread propaganda and anti-Semitic views that fuelled his armies to act the way they did. - To identify which countries were allies and axis fighting against each other. - To identify countries and groups of people who were involved in the Holocaust. - To describe how men and women in Britain helped the war effort. - To explain how the war affected children in Britain. - To explain how the war contributed to food and fuel shortages. - To explain what axis troops occupying concentration camps did to groups of Jewish, disabled or gay people across central Europe. - To explain how WW2 ended.	- To place periods studied in relation to other time periods and make comparisons. - To use appropriate vocabulary to describe historical concepts (propaganda, bias etc). - To identify changes and links within and across the time periods studied. - To use a source to suggest what life was like and test using further research. - To recognise why some events and people are judged as more significant than others. - To communicate historical information in a range of different ways drawing conclusions form the information. (e.g. writing, drawing, data handling, drama).	KS3- challenges for Britain, Europe and the wider world 1901 to the present day A local history study

		-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.			
	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.	-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.	-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.	-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. -Select techniques required to create a savoury dish of my choice. -Evaluate my savoury dish and suggest improvements.	KS3- children will learn the underlying principles of food science and the practical skills of cooking.

	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)	Year 4 - Know the worth of a minim and a crotchet and recognise the symbols on a stave. Year 5- Notations of a semibreve and quaver.	- Know and use the EGDBF and FACE on a musical stave. - 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 is 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.	- 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 stave. - Compose using notations of a semibreve and quaver (and prior notation) - Explore music that has a dotted minim and an accent.	- 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 stave 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.	Year 6- Compose music using a dotted minim and an accent. KS3- Music NC
	Key Vocabulary	Musical stave, semibreve, quaver, percussion, dotted minim, accent	**Enrichment opportunities**	To perform for an assembly using the glockenspiel as a class.	
PSHE	**How can we make a difference in our communities and beyond?**				

(Citizenship)	Year 4/5, Cycle A, Spring 1: Citizenship	- Communities are groups of people who live, work or share interests together, and everyone has a role in helping a community thrive. - Individual and collective actions can affect the environment. Sustainable choices can help protect natural resources and reduce waste. - Diversity means difference and should be valued. Discrimination is unfair treatment based on characteristics such as race, religion, disability, age or gender. - Rules and laws help keep people safe, protect rights and ensure fairness. Democracy gives people a voice in decision-making. - People can influence change through campaigning, raising awareness, fundraising, volunteering and communicating their views. - Positive change often starts with identifying a problem, planning an action and evaluating its impact.	- Discuss and evaluate ways people contribute to their communities and identify examples in their own lives. - Gather, analyse and present information about environmental issues and consider possible solutions. - Use respectful discussion to explore different perspectives and challenge stereotypes using evidence. - Participate in democratic processes such as voting, debating and decision-making. - Research community issues, compare viewpoints and justify opinions using reasons and evidence. - Plan, implement and evaluate a social action project designed to bring about positive change.	- To understand how people can work together to improve their communities. - To explore how everyday choices can have a positive or negative impact on the environment. - To understand the importance of valuing diversity and challenging discrimination. - To understand how rules, laws and democracy help communities to function fairly. - To explore how people can influence decisions and bring about change in their communities. - To plan and take action to make a positive difference in the school, local community or wider world.	Further Citizenship study at KS3 and beyond
	Key Vocabulary	charity, campaign, democracy, vote, parliament, government, law, rule, rights, responsibility, environment, sustainability, recycle, conservation, diversity, equality, inclusion, discrimination	**Enrichment opportunities**	- Invite a local councillor, volunteer or community worker to speak about improving the local area. - Organise a class litter-picking event around the school grounds or local community.	
Physical Education	**Dance**				
	-To be able to copy movements accurately, -To be able to create own dance moves, using a	-Know how to construct a dance. -Know the meaning of dynamics. -Know the meaning of choreography. -Know the difference between duet and group dances.	-Use communication and listening skills to share ideas with others. -Use expression to represent roles in dance (heroes/villains). -Use stimulus to create dances.	-To be able to construct a dance and share their own creations. -To be able to construct a group dance using a range of dynamics, accurately timed. -To be able to develop a well-rehearsed duet that demonstrates a range of choreographic techniques.	KS3

	character and teach the moves to others. -To be able to keep in time with music. -To be able to perform a duet with expression.	-Know the difference between heroes and villains and how to demonstrate their characteristics. -Know the impact dance can have on audience emotions.	-Use compromise and empathy when working in a team to make creative decisions.	-To be able to use different stimuli to create two different dances.	
	Key Vocabulary	Duet, dynamic, choreography, expression, rhythm, phrases, impact.	**Enrichment Opportunities**	Use stillness, rhythm and phrases to add impact and expression.	
	Invasion games				
	-To send and receive a ball in games. -To apply simple tactics in invasion games.	-Know that a rugby ball must be passed backwards. -Know how to pass a rugby ball, using two hands and crossing the body. -Know where to aim the ball when passing (breadbasket). -Know the meaning of tactics and their advantage. -Know how to use tactics in a rugby-type game.	-Use two hands to successfully pass a rugby ball with accuracy. -Use voice to indicate passes and ability to receive. -Use space to enable passes. -Use tactics (feints, dummy pass, sidestep, dodge) to send the ball into space, limiting attacking opportunities.	-To be able to pass and catch a ball with accuracy and control. -To be able to apply tactics when playing a rugby game. -To apply attacking and defending tactics.	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	-To know the four Ashramas are: Brahmacharya (student), Grihastha (householder), Vanaprastha (retired) and Sannyasa (renunciation).	-To share ideas about how people achieve different milestones at different times in their lives.	-To know what a milestone is and discuss key milestones throughout our lives.	Hindu Dharma- KS3 To know and understand

	from stories about Krishna?	-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 purificatory ceremony or rite marking a major event in one's life	-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 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 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. - Develop more accurate pronunciation when reading aloud. - Write a short paragraph about a familiar topic.	-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. - 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.	Y6 - To be able to write a short paragraph in French about a familiar topic. KS3-NC

			- Say and write a sentence in the present tense using more than one verb.		-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.	