





Coupe Green  
Primary School  
HOUGHTON

## 'Learning together, supporting each other'

<b>YEAR GROUP:</b> 5/6 (Elder Class)		<b>TERM:</b> Autumn 1		<b>Key Text:</b>	The Nowhere Emporium <i>by Ross MacKenzie</i>
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Mystery Story: The Nowhere Emporium				
	Adventure stories: Elder Summer 1 Cycle B  Adventure Stories: Maple Summer 2 Cycle B	<b>Reading</b> - Know root word to understand meanings of words. - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning. <b>Writing</b> - Write grammatically correct sentences which include an appropriate relative clause. - Use modal verbs to show the degree of possibility within a sentence. - Write sentences including adverbs of time, place and number.	<b>Reading</b> - Discuss themes within texts and stories read. - Make inferences on characters based on their thoughts and actions. - Compare characters within and across texts. - Provide reasoned justifications for their views. - Make notes of events in chronological order. <b>Writing</b> - A relative clause is a type of subordinate clause that gives extra information about a noun. - A modal verb is used to show degrees of possibility. - An adverbial phrase is a group of words which modify a verb or a sentence.	<b>Reading</b> - To explore texts and deepen comprehension through small group discussion. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To provide reasoned justifications for their views. - To raise appropriate questions using a text. - To compare characters within and across texts. - To read and discuss texts presented in different ways. - To analyses the structure of poems. <b>Writing</b>	Novel Study: Elder Spring 2 Cycle A

	<ul style="list-style-type: none"><li>- Include parenthesis in writing using correct punctuation.</li><li>- Write effective and realistic dialogue using the correct punctuation.</li></ul> <b>Spelling</b> <ul style="list-style-type: none"><li>- Know a range of words with the suffixes -ious, -tious and -cious and -cial.</li></ul>	<ul style="list-style-type: none"><li>- Parenthesis is a way of adding information to a sentence using brackets, dashes or commas.</li><li>- Commas and inverted commas are needed to show what is being said in dialogue.</li></ul> <b>Spelling</b> <ul style="list-style-type: none"><li>- Words ending -ious have an /ee/ sound before the suffix.</li><li>- Words ending -tious make a /shus/ sound at the end.</li><li>- If the root words ends in -ce the sound is usually spelt -cious.</li><li>- If the letter before the suffix is a vowel, add -cial.</li></ul>	<ul style="list-style-type: none"><li>- To use relative clauses beginning with who, which, where, when, whose, that.</li><li>- To Indicate degrees of possibility by using adverbs or modal verbs.</li><li>- To link ideas across paragraphs using adverbials of time, place and number.</li><li>- To use brackets, dashes or commas to indicate parenthesis.</li><li>- To use the correct punctuation for dialogue.</li></ul> <b>Spelling</b> <ul style="list-style-type: none"><li>- To spell words ending -tious and -ious</li><li>- To spell words ending -cious.</li><li>- To spell words ending -cial.</li></ul>	
<b>Key Vocabulary</b>	Dialogue, brackets, dashes, commas, adverbial, modal verb, relative clause, parenthesis, subordinate clause.		<b>Deeper Learning</b>	Children combine different grammatical structures to create more elaborate sentences with deeper meaning.
<b>Hammer the Grammar / Balanced Argument</b>				
Balanced Argument: Maple Class, Cycle B, Sprint 1	<b>Writing</b> <ul style="list-style-type: none"><li>- Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information, which is not essential to the main point of the sentence. The sentence would still make sense if the parenthesis were removed.</li><li>- Brackets are used to insert additional information into a sentence. The</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>- I can include parenthesis in my writing.</li><li>- Structure arguments logically into introduction, for, against, and conclusion.</li><li>- Select vocabulary carefully to influence tone and effect.</li><li>- Use cohesive devices and adverbials purposefully to guide the reader.</li><li>- Rephrase personal views into impersonal, neutral statements.</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>- Recap punctuation types and uses.</li><li>- To use brackets, dashes and commas to show parenthesis.</li><li>- To write reasons for and against a discussion question.</li><li>- To use carefully chosen vocabulary to evoke an emotion.</li><li>- To use a variety of cohesive devices.</li></ul>	Balanced Argument: Elder Class, Cycle B, Spring 1

		<p>information within the brackets is usually less important to the sentence.</p> <ul style="list-style-type: none"> <li>- A balanced argument presents both sides (for and against) fairly.</li> <li>- Reasons are supported by evidence, examples or facts.</li> <li>- Cohesive devices (pronouns, repetition, connectives) link ideas clearly.</li> <li>- Conjunctive adverbials (e.g., however, therefore) show relationships between ideas.</li> <li>- Formal writing avoids slang, contractions, and casual phrasing.</li> <li>- An impersonal tone avoids "I think" and uses neutral phrases (e.g., "It is argued that...").</li> </ul>	<ul style="list-style-type: none"> <li>- Edit writing for clarity, balance, formality and accuracy.</li> <li>- Reflect on how language choices affect the reader's response.</li> </ul>	<ul style="list-style-type: none"> <li>- To accurately use conjunctive adverbials.</li> <li>- To make a piece of writing more formal.</li> <li>- To use an impersonal tone in my introductory paragraph.</li> <li>- To write a balanced argument.</li> <li>- To edit and improve my balanced argument.</li> </ul>	
	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>- balanced argument, for and against, evidence, viewpoint, conclusion, cohesive devices, conjunctive adverbials, furthermore, however, therefore, formal, impersonal.</li> </ul>		<b>Enrichment Opportunity</b>	Invite a local councillor, activist, or journalist to explain how they consider multiple viewpoints.
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Place Value</li> <li>- 4 Operations</li> </ul>		<b>Select the files to the right for more detailed guidance.</b>	<div>  <a href="#">Yr5_6 Autumn 1 Place Value.pdf</a> </div> <div>  <a href="#">Yr 5_6 Autumn 1 Four operations.pdf</a> </div>	
<b>Science (Animals including Humans)</b>	<b>Why is diet and exercise so important for the human body?</b>				
	Can identify, name and label basic parts of the human	<ul style="list-style-type: none"> <li>- To know that the heart, blood vessels and blood are the three main parts of the human circulatory system.</li> <li>- To know that the heart is an organ which pumps blood around the body.</li> <li>- To know that blood vessels carry blood to the main parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to talk about the parts of the human body, identifying which parts are vital organs.</li> <li>- To understand the functions of the heart, blood vessels and blood and to explain these to others.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and name the main parts of the human circulatory system.</li> <li>- To describe the function of the heart, blood vessels and blood.</li> </ul>	Nutrition and digestion (KS3) Health (KS3)

	<p>body (Year 1)</p> <p>Know what the basic needs for survival are (water, food and air) (Year 2)</p> <p>Know that humans need the right types of nutrition; that humans have a skeleton and muscles for support (Year 3)</p> <p>Can describe the functions of the digestive system (Year 4)</p>	<p>There are three main types: arteries, veins and capillaries.</p> <p>-To know that nutrients are released into the body from the small intestine.</p> <p>- To know that blood is a liquid which carries oxygen, nutrients, hormones and waste to and from different parts of the body.</p>	<p>- To talk about why diet and exercise are important for keeping our bodies healthy.</p> <p>- To understand that diet, exercise, drugs and lifestyle effect the way their bodies function and the impact it has.</p>	<p>- To discuss the impact of diet, exercise, drugs and lifestyle on health.</p> <p>- To describe the ways in which nutrients and water are transported in animals, including humans.</p> <p>- To compare the organ system of humans to other animals.</p> <p>- To make diagrams of the human body and explain how different parts work.</p>	
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	Can describe the changes as humans develop into old age (Year 5)				
	Key Vocabulary	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle		Deeper Learning	Children will use their learning to think about how healthy weight and exercise have a smaller risk of developing health issues such as heart disease.
History (The Tudors)	Was Henry VIII a good ruler?				
	<u>Chronology</u> Victorians Y2 Romans Y3 Stone Age and Iron Age Y3 Kings and Queens Y3 Anglo Saxons Y4/5 Islamic Civilisation Y4/5 Ancient Greece Y4/5	- To know when the Tudor period was and when it ended. - To know who Henry VIII was and key events and facts about his life. - To know key events and changes with Henry VIII's reign. - To know what was considered a crime in Tudor times and how people were punished for them in the past. - To know people's opinions of Henry VIII.	- To order events within Tudor times chronologically. - To understand when the Tudor period was in relation to other historical periods. - To make inferences and draw conclusions about Henry VIII and his rule from sources and evidence. - To explain why contrasting opinions of Henry VIII were constructed. - To evaluate evidence and sources to form own historical opinion.	- To place periods studied in relation to other time periods. - To understand why contrasting interpretations of the past have been constructed. - To use a source to suggest what life was like and test using further research. - To communicate historical information in a range of different ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama).	The English Reformation and Counter Reformation (Henry VIII to Mary I)  To know the society, economy and culture across the historical periods.

	Y2 comparison of rich vs poor (Victorians)				
	<b>Key Vocabulary</b>	Chronology, compare, contrast, sources, evidence, bias, opinion, interpretations, reign, crime, punishment		<b>Deeper Learning</b>	To compare Henry VIII’s reign to other British monarchs to consider who the best ruler was and why.  To compare crimes and their punishments to other time periods.
<b>Art (Sculpture)</b>					
	-To use recycle, natural and manmade materials to create sculptures. (Year 5)	- To know that clay is a natural resource, that it can be moulded and then the shape will keep that shape and harden. -To know that slabbing involves stamping patterns into a slab. -To know that coiling involves making long cylinder shapes and placing them on top of each other. -To know that mixing water with clay can produce a ‘slip’. -To know how to produce intricate patterns and textures in malleable media.	-To experiment shaping, modelling and constructing from imagination. -To be able to explain their own plan for their sculpture. -To advance my skills using clay, slabs, coils and slips.	-To shape, form, model and construct from imagination. -To produce intricate patterns and textures in malleable media. -To be able to follow and define their own plans for their sculpture. -To develop their skills using clay, including slabs, coils and slips.	To become proficient in sculpture techniques. (Key Stage 3)
	<b>Key Vocabulary</b>	Shape, form, model, construct, malleable.		<b>Deeper Learning</b>	To combine skills and use a number of skills when using clay
<b>Computing (Basic Skills)</b>	<b>How can I use be more efficient when using computers?</b>				
	- Computing: Basic Skills, Maple Autumn 1, Cycle B	- Know the general layout of a QWERTY keyboard. - CTRL + C is the shortcut for copying text. - CTRL + V is the shortcut for pasting text or images. - CTRL + S is the shortcut for saving a document. - CTRL + O is the shortcut for opening a file.	- Know how to conduct an advanced search. - Use keyboard shortcuts to make jobs online quicker.	- To type using 2 hands fluently. - To save an image from the internet to be inserted into a document (e.g. Word). - To copy and paste text between two documents.	- Computing: Basic Skills, Elder Autumn 1, Cycle B

	<ul style="list-style-type: none"><li>- Computing: Basic Skills, Elder Autumn 1, Cycle B</li></ul>	<ul style="list-style-type: none"><li>- A spreadsheet is a quick way of organising and calculating data.</li><li>- A cell is an individual box on a grid in Excel.</li><li>- Using inverted commas around search terms can make searches more precise.</li></ul>	<ul style="list-style-type: none"><li>- Recognise and use simple formulae to carry out tasks in Excel.</li></ul>	<ul style="list-style-type: none"><li>- To copy and paste an image from the internet.</li><li>- To begin to use keyboard shortcuts to copy, paste, save and open.</li><li>- To enter formulae into a spreadsheet (e.g. Excel).</li><li>- To conduct advanced searches and explore how to refine web searches through use of keywords and “inverted commas”.</li></ul>	
	<b>Key Vocabulary</b>	Copy, paste, save, open, spreadsheet, formulae, keywords, inverted commas		<b>Deeper Learning</b>	<ul style="list-style-type: none"><li>- Children are fluent with shortcuts and 2 hand typing.</li><li>- Children can search for specific items with speed and accuracy.</li></ul>
<b>PSHE (Online Safety)</b>	<b>How do I keep myself safe when using the internet and Apps?</b>				
	<ul style="list-style-type: none"><li>- Online Safety: Maple Autumn 1, Cycle B</li><li>- Online Safety: Elder, Autumn 1, Cycle B.</li></ul>	<ul style="list-style-type: none"><li>- Cyberbullying is any form of bullying which takes place online.</li><li>- Know the different ways websites can show that they are secure (padlock, https, logos etc).</li><li>- A stereotype is a well-known idea or image of a group of people, that is held by a number of people.</li><li>- The Media is the main means of mass communication, such as television and radio broadcasts, publications (newspapers and magazines) and the internet.</li><li>- Know that SMART stands for Safe, Meeting, Accepting, Reliable, Tell.</li></ul>	<ul style="list-style-type: none"><li>- Know who to contact if for help and advice about online friendships.</li><li>- Apply the SMART rules when communicating online.</li><li>- Know how in-person bullying and cyberbullying are similar and different.</li><li>- Know how to check if a website is secure or not.</li></ul>	<ul style="list-style-type: none"><li>- To find similarities and differences between in-person and cyberbullying.</li><li>- To identify good strategies to deal with cyberbullying.</li><li>- To identify secure websites by identifying privacy seals of approval.</li><li>- To understand the benefits and pitfalls of online relationships.</li><li>- To understand how the media play a powerful role shaping ideas about girls and boys.</li><li>- To apply online safety knowledge to online activities.</li></ul>	<ul style="list-style-type: none"><li>- Online Safety: Computing: Autumn 2</li></ul>
	<b>Key Vocabulary</b>	Stereotype, cyberbullying, secure, privacy, SMART rules, media, communicating		<b>Deeper Learning</b>	Children complete an online safety journal noting down activity online over a one week period. Can then check for secure website clues for each website / app used?

Physical Education (Net and Wall and Invasion Games)	Net and Wall: Tennis				
	- Net and Wall: Elder, Autumn 1 Cycle B - Net and Wall: Maple Spring 2, Cycle A	- A forehand is a shot played with the palm of the hand facing the opponent. - A backhand is a shot played with the back of the hand facing the opponent. - A forehand is a shot played with one hand on the racket. - A backhand can be played with one or two hands on the racket.	- Play a shot using a forehand stroke. - Play a shot using a backhand stroke. - Use simple tactics to gain an advantage over an opponent. - Know where to hit a ball to increase the chance of scoring a point.	- To demonstrate a forehand shot with some consistency. - To demonstrate a backhand shot with some consistency. - To direct the ball reasonably well to their partner to continue a rally. - To demonstrate a simple tactic in a net type game. - To play a game, incorporating tactics to score points.	- Net and Wall: Elder Autumn 1, Cycle B. - Further PE study at KS3 and beyond.
	Key Vocabulary	Forehand, backhand, stroke, net, tactics.		Deeper Learning	- Children play both forehand and backhand strokes with confidence and can direct ball to corners of a marked court.
	Invasion Games: Basketball				
	- Invasion Games: Maple Spring 1, Cycle B - Invasion Games: Elder, Summer 1, Cycle B	- Man v Man defence is when each defensive players marks a single attacking player. - Zone defence is when each defensive player marks a different position on the court. - A chest pass is used to quickly move the ball using the arms and hands from the chest to another player. - A bounce pass is a pass thrown to the floor so that is bounces to the receiver.	- Know how to use my body to protect the ball. - Know how to create space to receive a pass. - Know how to defend against an attacking player. - Know what the difference between man v man defence and zone defence and understand the benefits of both styles. - Know how to work as a team to create shooting opportunities.	- To control a basketball using both hands and protect the ball under pressure. - To pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. - To use different skills such as varying speed and direction to get past defenders. - To mark a player or an area of the court to limit opportunities for the opposition.	- Invasion Games: Elder Autumn 2, Cycle A.



			- Know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game.	- To use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. - To dribble, pass and shoot the basketball using correct the correct technique to play in a game.	
	<b>Key Vocabulary</b>	Defence, attack, man v man, zone defence, protect, chest pass, bounce pass, receiver.		<b>Deeper Learning</b>	Children use more advanced tactics within a game and can dribble, pass and shoot with ease.
<b>Religious Education (Christianity: God)</b>	<b>Why is it sometimes difficult to do the right thing?</b>				
	Christianity (God)- How (and why) have some people served God?	- To read the 'The boy who cried wolf' <a href="https://www.storyarts.org/library/aesops/stories/boy.html">https://www.storyarts.org/library/aesops/stories/boy.html</a> - To know that there are 2 different kinds of 'truths'. They are; truths supported by facts and evidence and truths supported by personal experience. - To know that a sin is 'doing things our own way instead of acting in Gods truth.' <a href="https://www.youtube.com/watch?v=laPMGIK6rPY&amp;t=15s">https://www.youtube.com/watch?v=laPMGIK6rPY&amp;t=15s</a> - To read the story of The Fall- Genesis 3 - To read the parable of The Lost Son. - To share ideas of how God was portrayed differently in this Parable and Genesis 3. - To read and understand the importance of the Lord's Prayer. To pay particular attention to the lines 'forgive us our sins, as we forgive them those who sin against us. And lead us not into temptation but deliver us from evil.' - To know temptation is defined as the want to have or do something even though you know you shouldn't.	- To discuss why the boy wasn't believed when he was telling the truth. - To discuss what consequences we could face if we never told the truth. - To share our own examples of sin and forgiveness in our own lives. - To share ideas about forgiveness in 'The Fall' and 'The Lost Son' - the Lost Son is sorry and returns home to seek forgiveness, there is	-To consider the different ways that myth and stories are used -To explain how a 'truth' might be contained within a story. - To consider how they decide what is 'true'- and how there might be different types of truth. - To discuss and debate things that they consider to be true that others might disagree with. - To describe Christian beliefs about sin and forgiveness - To describe and explain the teaching from Genesis 3- of how Adam and Eve disobeyed God - To suggest different ways that this story might be understood by Christians - To describe and explain how and why Christians might use the lord's prayer	

			<p>no suggestion in Genesis 3 that Adam and Eve are sorry.</p> <ul style="list-style-type: none"> <li>- Share ideas about how the Lord's Prayer reflects Christian beliefs about sin, temptation and forgiveness?</li> <li>- To list things that Christians may believe to be temptations in the world today.</li> <li>- To share their own ideas about right and wrong and how know what is right/wrong.</li> <li>- To discuss if it is always easier to decipher between right and wrong in our own lives.</li> </ul>	<ul style="list-style-type: none"> <li>- To analyse and interpret the Lord's Prayer- and what guidance it provided for Christians</li> <li>- To Suggest things that might lead Christians into temptation in the modern world- and how and why they might try resist these temptations.</li> </ul>	
	<b>Key Vocabulary</b>	Sin, forgiveness, truth, temptation, parable.		<b>Deeper Learning</b>	Discuss why some things might be seen as moral absolutes (eg. murder), whereas others might sometimes be less clear (eg. a parent stealing to feed a starving child).
<b>French (Alphabet and Numbers)</b>	- Age and Numbers Ash (Autumn 1 Cycle B).	<ul style="list-style-type: none"> <li>- To know the French numbers from 20-30.</li> <li>- To know the French alphabet.</li> <li>- To know the French numbers from 30-40.</li> <li>-To know how to correctly pronounce the alphabet and numbers to 40.</li> </ul>	- Recognise the written French for numbers 20-30	<ul style="list-style-type: none"> <li>- To develop pronunciation using familiar words and phrases.</li> <li>- To develop more accurate pronunciation when reading aloud.</li> </ul>	

	Alphabet and Numbers Maple (Autumn 1 Cycle B)	-To know how to use a French dictionary to use the alphabet to identify vocabulary.		-Recognise the written French for numbers 30-40. -Identify the correct pronunciation for the French alphabet. -Use a French dictionary to identify numbers to 40. -Spell French numbers correctly in a sentence.	- To understand the main points from a spoken passage with repetition. - To begin to use a French dictionary independently to broaden vocabulary. - To become more confident and independent when using a French dictionary to develop the ability to understand new words.	
	Key Vocabulary	- 20 vingt, 21 vingt et un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente - alphabet A-Z - 30 trente, 31 Trente et un, 32 Trente-deux, 33 Trente-trois, 34 Trente-quatre, 35 Trente-cinq, 36 Trente-six, 37 Trente-sept, 38 Trente-huit, 39 Trente-neuf			Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask and respond to questions with increasing confidence.

Year 5

Year 6