



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Spring 1		Key Text:	The Boy in the Tower <i>by Polly Ho-Yen</i>
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Screen Use (Balanced Argument)					
English	Ash Class Cycle A: Autumn 2: persuasive Texts Maple Class: Cycle B: Spring 1: balanced Argument	Reading - Know how to summarise main ideas drawn from more than one paragraph and identify key details which support this. - Know how to use point, evidence and explanation. - Know how vocabulary can be affected by the context. - Know how to infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Know the meaning of ‘implied’ and how this can help form predictions. - Know what figurative language is.	Reading - Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). - Summarise main ideas drawn from more than one paragraph and identify key details which support this. - Explore new vocabulary in context. - Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Predict what might happen from information stated and implied. - Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	Reading - To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - To provide reasoned justifications for their views. - To discuss their understanding and exploring the meaning of words in context. - To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence	Further discussion text writing at KS3 and beyond.

		<p>Writing</p> <ul style="list-style-type: none"> - A colon (:) is used before a list and a semi-colon (;) is used to separate items within a list. - A semi-colon (;) colon (:) and dash (-) is used to mark the boundary between independent clauses. - Information in non-fiction texts can be organised using bullet points, headings and sub-headings. - Formal writing uses standard English, complex sentences and does not use contractions. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of spelling words linked to this half-term's spelling rules. 	<p>Writing</p> <ul style="list-style-type: none"> - Make a plan before writing, using ideas from research and texts previously read. - Write lists using colons and semi-colons. - Mark the boundary between two independent clauses using semi-colons, colons and dashes. - Organise information in a non-fiction text using headings, sub-headings and bullet points. - Write using formal structures. <p>Spelling</p> <ul style="list-style-type: none"> - Know that some words contain silent letters. - Know that often words are spelt with an ie after the letter c, but this is not always the case. - Know that the spelling pattern ei often makes words with an /ee/ sound. - Know that the spelling pattern -ough often makes words with an /or/ sound. 	<ul style="list-style-type: none"> - To predict what might happen from details stated and implied. - To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Writing</p> <ul style="list-style-type: none"> - To plan writing by noting and developing initial ideas, drawing on reading and research where necessary. - To use the colon to introduce a list and use semi-colons within lists. - Use the semi-colon, colon and dash to mark the boundary between independent clauses. - Use bullet points, headings and sub-headings to organise information. - Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing. <p>Spelling</p> <ul style="list-style-type: none"> - To spell words with silent letters. - To spell words with ie after c 	
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				<ul style="list-style-type: none"> - To spell words where ei can make an /ee/ sound - To spell words where -ough makes an /or/ sound. 	
	Key Vocabulary	colon, semi-colon, dash, independent clause, root word, formal, informal, inferences, justify, summarise.	Enrichment Opportunities	Hold a debate in class with a current topical issue.	
Hammer the Grammar / Setting Description					
Elder Autumn 2: Historical Fiction	Writing - A setting description should include: similes, metaphors, personification, alliteration, multi-sensory details, and convey emotion to the reader. - Cohesive devices include use of: conjunctions, pronouns, adverbials and words families.	Writing - To write using the features of a setting description. - To recognise and use figurative language in independent writing. - To use cohesive devices within independent writing. - To include ambitious vocabulary within writing.	Writing - To read and analyse the features of effective setting descriptions. - To recognise and use figurative language. - To build cohesion within and between paragraphs. - To make effective language choices to impact the reader. - To write an effective setting description. - To revise a range of key grammar skills.	Elder Spring 2: Horror	
	Key Vocabulary	similes, metaphors, personification, alliteration, cohesion, pronouns, adverbials, word families.	Enrichment Opportunities	Rehearse and read their setting descriptions aloud to other children or parents.	
Maths	<ul style="list-style-type: none"> - Multiplication - Fractions B - Decimals A 	Select the files to the right for more detailed guidance.	Year 5 6 Multiplication Year 5 6 Fractions B Year 5 6 Decimals A		
Science	Who was Sir Isaac Newton?				

(Significant Scientists)		<p>To know that light is a form of energy that travels as waves.</p> <p>To know that light waves travel in straight lines.</p> <p>To know that objects are seen because they give out or reflect light into the eye.</p> <p>To know that a shadow appears when an object blocks the passage of light.</p> <p>To know that shadows have the same shape of the objects that cast them.</p> <p>To know that different shaped mirrors effect the light waves and image.</p> <p>To know that refraction is the bending of light as it passes from one transparent material to another.</p> <p>To know that Ibn al-Haytham was Iraqi scientist who made breakthroughs in light and vision theory.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<ul style="list-style-type: none"> - To explain how light travels. - To explain and demonstrate how we see objects. - To explain why shadows have the same shape as the object that casts them. - To explain how simple optical instruments work, e.g., periscope, telescope, binoculars, mirror, magnifying glass etc - To explore a range of phenomena including rainbows, colours in bubbles, and objects which appear bent in water 	Light KS2
	Key Vocabulary	refraction - reflection - light - spectrum - rainbow - colour	Enrichment Opportunities		
Geography (Eastern Europe Study)	Where would you choose to settle in a vast and diverse country?				
	Are all settlements the same? Maple	<ul style="list-style-type: none"> -To know a biome are areas of the planet with a similar climate and landscape. -To know Russia's landscape varies from desert, frozen landscape, plains, giant marshes. 	<ul style="list-style-type: none"> -To locate Russia on a map. -To identify key physical and human features of Russia. -To discuss how the physical and human features have changed over time. 	<ul style="list-style-type: none"> -To locate Russia on a map. -To identify key physical and human features of Russia. -To identify the different land use across Russia. -To explore Russia's biomes. 	Extend their locational knowledge and deepen their spatial awareness of

		<ul style="list-style-type: none"> -To know that different places trade the natural resources that they have in exchange for something that they need. -To know nuclear energy can be used to generate electricity. 	<ul style="list-style-type: none"> -To identify the different land use across Russia. -To name natural resources which are distributed (food, minerals water, fossil fuels, etc) -To be able to explain the distribution of natural resources by looking at the nuclear power generation at Chernobyl. -To use their knowledge of land use, distribution opportunities and physical and human features of Russia to identify an area to settle and justify this choice. 	<ul style="list-style-type: none"> -To name and explain the distribution of natural resources. -To identify on a map a suitable area to settle in Russia and justify this choice. 	the world's countries. KS3
	Key Vocabulary	Biomes, tundra, rainforest, savannah, land use, natural resources, fossil fuels, nuclear power generation, Chernobyl		Enrichment Opportunities	Create a land use map of Russia identifying successful locations for a settlement and unsuccessful locations.
Art (Drawing / Painting)	Maple- To experiment with different grades of pencils, to combine two or more when drawing.	<ul style="list-style-type: none"> - Know that tone means how light or dark something is and that it is used to show depth and contrast. - Know that hatching is when you add lines to drawings to make light and dark areas. - Know that composition refers to the arrangement of elements in a piece of art. - Know that scale refer to the overall physical size of an artwork or objects in the artwork. - Know that proportion is a part or portion in relation to a whole. 	<ul style="list-style-type: none"> - To make own viewfinders and develop observation skills. - To investigate own style using tonal contrast and hatching. - Complete drawings while showing an awareness of composition, scale and proportion. - Make use of foreground, middle ground and background when drawing. 	<ul style="list-style-type: none"> - To try out own style using tonal contrast and hatching. (Y5) - To try out own style using tonal contrast and hatching and explain their desired intentions and effects. (Y6) - To develop close observations skills using a variety of view finders. (Y5) - To develop an awareness of composition, scale and proportion. (Y5) 	KS3 - To work directly from observation to understand space, form, shapes, textures, tones, line and composition.

		<ul style="list-style-type: none"> - Know that the foreground is the area of the picture space nearest to the viewer. - Know that the background refers to the area of space in the distance. - Know that objects in the middle ground are there to complement. 		<ul style="list-style-type: none"> - To use simple perspective in their work using a single focal point and horizon. (Y6) - To use our understanding of foreground, middle ground and background in our drawings. (Y6) 	
	Key Vocabulary	Tone, hatching, observation, perspective, foreground, middle ground, background		Enrichment Opportunities	Children apply shade independently and use varied styles within one piece.
Computing (Programming)	<p>Maple:</p> <ul style="list-style-type: none"> - Debug algorithms - Use directional commands to control a device. - Use repeat commands. 	<ul style="list-style-type: none"> - An algorithm is a list of rules to follow in order to complete a task or solve a problem. - A repeat command will continue doing something until you tell the program to stop. - A variable is a way of storing information in a computer program. - An 'if-then' command tells the program to run a particular section of code only if a particular test evaluates to true. 	<ul style="list-style-type: none"> - Know how to design a simple algorithm. - Apply previous knowledge to new algorithms. - Recognise and correct mistakes in an algorithm (debug). - Suggest ways an algorithm could be improved. - Recognise where to use 'if-then' commands. 	<ul style="list-style-type: none"> - To design an algorithm to solve a specified problem. - To use repeat commands to improve a program. - To use a variable to increase programming possibilities. - To use 'if' and 'then' commands. - To detect and correct errors in algorithms using logical thinking. - To solve a problem using prior knowledge of similar solutions. - To explain each step of an algorithm. - To evaluate and improve an algorithm. - To debug using logical thinking. 	<p>KS3</p> <ul style="list-style-type: none"> - Understand several key algorithms that reflect computational thinking. - Understand simple Boolean logic [for example, AND, OR and NOT]
	Key Vocabulary	algorithm, debug, 'if-then', variable, code,		Enrichment Opportunities	-Children can adapt an algorithm to improve functionality and user experience.
PSHE					

(Health and Wellbeing)	Maple Year 3 /4 Cycle A Health and Wellbeing	<ul style="list-style-type: none"> -To know different ways that we can relax, including breathing, stretching and yoga exercises. -A goal is something you want to achieve. -A healthy lifestyle includes a balanced diet, exercise, sleeping and healthy self-care habits. -A habit is something we do over and over without thinking about it. 	<ul style="list-style-type: none"> -Describe the importance of relaxation and suggesting different strategies. -Identify how they feel before and after using a relaxation technique. -Describe qualities or values they want to have and create achievable goals in their to do list. -Describe how they look after their physical wellbeing and suggest what else they can do to improve how they look after themselves. -Understand that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this. -Describe what resilience is, why it is important and some useful resilience strategies. -Understand how vaccination works and why it is important to individuals. -Understand that changes in my body could mean I am unwell and what I can do if I notice them. -Understand that habits can be good or bad for health. 	<ul style="list-style-type: none"> -To explore mindfulness techniques as a way to manage emotions. - To identify long term goals and plan how to work towards them. - To understand and plan for a healthy lifestyle. - To understand the potential impact of technology on physical and mental health. - To reflect on skills they have developed to identify and respond to difficult situations. - To understand how habits can be good or bad for our health. 	Further Health and Wellbeing Study at KS3 and beyond.
	Key Vocabulary	-relaxation –mental health –goal – healthy lifestyle –habits –technology -resilience	Enrichment Opportunities	To plan short SMART targets to build towards a long term goal.	
<u>Gymnastics</u>					

Physical Education (Gymnastics and Invasion Games)	Maple: Gymnastics (Autumn 2) Travelling, individual balances and paired sequences.	<ul style="list-style-type: none"> - Counterbalance is when pupils push their weight onto a partner to maintain a still position. - Counter tension is when pupils pull their weight away from each other to help maintain a still position. - To perform in unison means to do something at the same time. 	<ul style="list-style-type: none"> - Explore different shapes and partner balances. - Transition into and out of counterbalances effectively. - Identify ways to link balances. - Create and perform a sequence of balances. 	<ul style="list-style-type: none"> - To perform shapes and balances with a partner. - To demonstrate counterbalance and counter-tension paired balances using apparatus. - To create a gymnastic sequence with counterbalances and counter tension with a partner and in a group. - To demonstrate paired and group counterbalances in unison. 	KS3: -Develop their technique and improve their performance in other competitive sports [for example, gymnastics]	
	Key Vocabulary	Counterbalance, counter tension, unison,		Enrichment Opportunities	Children perform balances with strength, precision and finesse.	
	Invasion Games: Basketball					
	<ul style="list-style-type: none"> - Invasion Games: Maple Spring 1, Cycle B - Invasion Games: Elder, Summer 1, Cycle B 	<ul style="list-style-type: none"> - Man v Man defence is when each defensive player 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 it bounces to the receiver. 	<ul style="list-style-type: none"> - 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. - Know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game. 	<ul style="list-style-type: none"> - 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. - To use the correct technique of balance, elbow, eye line and 	- Invasion Games: Elder Autumn 2, Cycle A.	

				follow through (BEEF) to shoot a basketball. - To dribble, pass and shoot the basketball using correct the correct technique to play in a game.	
	Key Vocabulary	Defence, attack, man v man, zone defence, protect, chest pass, bounce pass, receiver.	Enrichment Opportunities	Children use more advanced tactics within a game and can dribble, pass and shoot with ease.	
	What is Hajj and why is it important to Muslims?				
Religious Education (Islam)	Maple- Why is the Qur'an so important to Muslims?	-To know that parents, family, teachers, police etc may provide guidance on our journey through life. -To know a pilgrimage is a journey to a holy place for a spiritual purpose. Pilgrims travel to places of religious significance to search for meaning, purpose, or truth. -To know that Hajj is a religious pilgrimage to Mecca, Saudi Arabia, that every adult Muslim is expected to perform at least once in their life. -To know the word ummah is an Arabic word that means "community" or "nation". For Muslims, it refers to the worldwide community of Muslims, united by their shared beliefs, morals, and way of life.	-To ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change. -To share ideas about what support and guidance people may need on their journey through life. -To discuss how and why people might change over the course of their life.	-To discuss the various events that might happen on the journey of life and share ideas about what support people might need on life's journey. -To describe and explain the importance of Hajj, including the practices, rituals and impact -To explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage. -To analyse the Five Pillars of Islam and how they are linked -To explain how the beliefs and values of Islam might guide a person through life -To explain the importance of the Ummah for Muslims and that this is a community of diverse members	Islam- KS3

	Key Vocabulary	Guidance, pilgrimage, Islam, Hajj, Ummah, Muslims, journey	Enrichment Opportunities	To make a journey map with photographs or pictures of their lives so far, plotting all the important events and achievements. Reflect on and talk about their journey and the people who have helped them.	
<p style="text-align: center;">French (Subjects and Places at School)</p>	<p>Ash (Cycle A) Classroom Objects Maple (Cycle A) Classroom Commands</p>	<ul style="list-style-type: none"> - Know the vocabulary and say the French words for places at school and subjects. -Know how to develop a conversation using simple phrases about their favourite subject. -Know how to change the tense in sentences. -Know how to use a French dictionary to extend vocabulary. - Know how to apply verb changes to match a subject when saying simple sentences in present tense. E.g. I am, I go. -Know the French vocabulary to discuss opinions with accuracy and fluency. 	<ul style="list-style-type: none"> -Explore the French vocabulary for different subjects at school. - Identify the main points from a spoken passage with repetition. -Analyse vocabulary in present tense sentences. - Develop pronunciation using familiar words and phrases. - Hold a simple conversation by asking and answering questions about subjects at school. -Explore French dictionary to develop the ability to understand new words. - Develop more accurate pronunciation when reading aloud. 	<ul style="list-style-type: none"> - To identify the French vocabulary for different subjects at school and different places in school. -To understand the main points from a spoken passage and identify school subjects. -To write two or three sentences using French vocabulary about different subjects in school. - To be able to say a sentence in the present tense. -To hold a simple conversation by asking and answering questions about subjects in school. -To identify new French vocabulary in the French dictionary to build phrases and vocabulary banks. -To understand the main points and some detail from a spoken passage on subjects in school. - To be able to say and write a sentence in the present tense using more than one verb. -To use accurate pronunciation to discuss my favourite subject with opinions. -To plan and present a PowerPoint to an audience on their favourite subjects. 	<p>Y6 To take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency</p> <p>KS3 French NC</p>

			<ul style="list-style-type: none"> - Understand how to write a sentence in the present tense using more than one verb. - Take part in a brief conversation with increasing fluency. 		
	Key Vocabulary	L'informatique, le sport, le géographie, les sciences, l'anglais, les maths e français, la technologie, l'histoire, le dessin, la bibliothèque, la cuisine, l'entrée, la salle de classe.	Enrichment Opportunities	To link their ICT skills and French vocabulary to perform a PowerPoint about their favourite subjects.	

Year 5

Year 6