





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Autumn 2		Key Text:	When The Sky Falls <i>by Phil Earle</i>
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Rose Blanche (Classic Fiction)				
	Adventure Story: Elder: Summer 1: Cycle B Adventure Story: Maple: Summer2: Cycle B	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 - Write grammatically correct sentences which include an appropriate relative clause. - Write sentences including adverbs of time, place and number. - Include parenthesis in writing using correct punctuation.	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.	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.	Novel Study: Spring 2: Elder: Cycle A

	<ul style="list-style-type: none">- Use a sentence which includes a semi-colon in writing. <p>Spelling</p> <ul style="list-style-type: none">- Know a range of words ending in -tial, -ant, -ance, -ancy, -ent and -ence.	<p><i>-Use a combination of skimming, scanning and close reading across a text to locate specific detail.</i></p> <p>Writing</p> <ul style="list-style-type: none">- A relative clause is a type of subordinate clause that gives extra information about a noun.- An adverbial phrase is a group of words which modify a verb or a sentence.- Parenthesis is a way of adding information to a sentence using brackets, dashes or commas.– An independent clause is a group of words that contains a subject and verb and expresses a complete thought. <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.	<p>Writing</p> <ul style="list-style-type: none">- To use relative clauses beginning with who, which, where, when, whose, that.- To link ideas across paragraphs using adverbials of time, place and number.- To use brackets, dashes or commas to indicate parenthesis.- To use semi-colons to mark the boundary between independent clauses. <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	Independent clause, brackets, dashes, commas, semi-colon, adverbial, figurative language, relative clause.		Deeper Learning	- Children will use previously taught skills in their independent writing.
hammer the Grammar and Formal Letter				

	Persuasive Speech: Elder: Summer 1: Cycle B Persuasive Speech: Maple: Summer 1: Cycle B	Writing <ul style="list-style-type: none">- Recognise synonyms and antonyms of words and suggest alternatives.- Use a colon to introduce a list of items.- Use a semi-colon to separate items within a list and mark the boundary between independent clauses.- Write using an informal tone making correct grammatical and vocabulary choices.- Write using a formal tone making correct grammatical and vocabulary choices.- Identify subordinating conjunctions within a sentence and write complex sentences.		Writing <ul style="list-style-type: none">- A synonym is a word that has the same meaning as another word.- An antonym is a word that has the opposite meaning to another.- A colon can be used to introduce a list of items.- A semi-colon can be used to separate items within an expanded list or mark the boundary between independent clauses- Informal writing is a more personal writing style and typically uses contractions, slang terms and informal vocabulary choices.- Formal writing uses more formal vocabulary choices.- Subordinating conjunctions link a main clause to a subordinating clause.		Writing <ul style="list-style-type: none">- To use a colon to introduce a list and a semi-colon within lists.- To use a semi-colon, colon and dash to mark the boundary between independent clauses.- Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing.- Know how words are related by meaning as synonyms and antonyms.- To use subordinating conjunctions at the start and within sentences.		Blog writing: Elder Summer 1: Cycle A
	Key Vocabulary	antonyms, synonyms, colons, semi-colons, subordinating conjunction, complex sentence, independent clause, formal, informal,			Deeper Learning	- Children will use previously taught skills in their independent writing.		
Maths	<ul style="list-style-type: none">- Four Operations (Division)- Fractions			Select the files to the right for more detailed guidance.		 Year-5-and-6-Mixed-Age-Autumn-Block-2-I	 Year-5-and-6-Mixed-Age-Autumn-Block-3-I	
Science (Materials and their properties)	Why do we use metal for some objects and not others?							
	<ul style="list-style-type: none">- To group materials based on their	<ul style="list-style-type: none">- To know that all materials have properties.- To know that materials are suited to different jobs based on their properties.	<ul style="list-style-type: none">- To give reasons, based on evidence from comparative and fairs tests, for the	<ul style="list-style-type: none">- To compare and group materials based on their properties	<ul style="list-style-type: none">- Chemical reactions as the rearrangement of atoms. (KS3)			

	state of matter (solid, liquid, gas). - To describe how some materials can change state. - - To explore how materials change state. - - To measure the temperature at which materials change state. -	- To know that hardness means the ability of a materials to resist being dented. - To know that conductivity means how easily heat or electric charge can pass through a material.		particular uses of everyday materials, including metals, wood and plastic. - To plan scientific enquiries to answer questions. - To report and present findings from enquiries, including conclusions and casual relationships in oral and written forms.	- To give evidenced reasons why materials should be used for specific purposes.	- Representing chemical reactions using formulae and using equations. (KS3) - Combustion, thermal decomposition, oxidation and displacement reactions. (KS3)
	Key Vocabulary	hardness - solubility - transparency - conductivity - magnetic - filter - evaporation - dissolving - mixing - solution		Enrichment Opportunities	Pupils can use understanding of properties to explain everyday uses of materials, for example, how bricks, wood, glass and metals are used in buildings	
History (World War Two)	Should children have been evacuated during World War Two?					
	-Anglo Saxons - Vikings - Shang Dynasty - Islamic achievements - Ancient Greece (Yr 4 and Yr 5)	- To know that the Second World War, or WW2, began on 1st September 1939 and ended in 1945. - To know the names of the main wartime leaders. - To Know World War 2 was a battle between two groups of countries the “Allies” and the “Axis”. - To know World War II brought a lot of suffering and made Britain a dangerous place: German bombers made terrifying night raids. - To know people carried gas masks to protect themselves against a possible gas attack. - To know the main types of air-raid shelters: Anderson, Morrison, Public, Underground. - To know that windows and doors were blacked out in homes and that air raid shelters in garden provided extra protection.		-To understand the causes of WW2. - To understand the impact WW2 caused to countries across the world. - To understand why men had to go to war to fight. - To explain why Britain was a dangerous place to live during WW2- especially in cities. - To identify changes Britain made to keep people and their homes safe during WW2. - To understand what life was like for women during	- To place periods studied in relation to other time periods. - To use appropriate vocabulary to describe historical concepts (propaganda, bias etc). - With increasing accuracy, make comparisons between times in the past. - To use a source to suggest what life was like and test using further research. - To communicate historical information in a range of different	-Challenges for Britain, Europe and the wider world 1901 to the present day (KS3)

		<ul style="list-style-type: none"> - To know that children and some women were evacuated from the big cities into the countryside. - To know that rationing began in 1939 and didn't end until 1954. - To know jobs undertaken by women during the war included: mechanics, engineers, Tank drivers, building ships, working in factories - making bombs and aircraft parts, Air raid wardens, Driving fire engines, Plumbers, Ambulance driver, WRVS volunteers and nurses. 	WW2. - To explain why evacuation was necessary. - To explain how daily life was different for evacuees.	ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama). - To devise historically valid questions about change, cause, similarity and difference, and significance.	
	Key Vocabulary	Axis, allies, Hitler, Nazi, evacuation, air raid shelter, Jewish, the Holocaust, gas mask, the Blitz, evacuees.	Enrichment Opportunities	How was life for evacuees similar and different to today?	
Computing (Online Safety)	Are social media sites safe for me to use?				
	Online Safety (Yr4 and Yr5)	<ul style="list-style-type: none"> - Know that social media can have both a positive and negative impact on our lives. - Know that sharing information online can have benefits but also risks. - Know a digital footprint is the word used to describe the trail, traces or "footprints" that people leave online. - Know that social media platforms have age-restrictions to help keep us safe online. - Know a copyright is a <u>law</u> that gives the owner of a written <u>document</u>, <u>musical</u> composition, <u>book</u>, picture, or other creative work, the <u>right</u> to decide what other people can do with it. - Know what to do if a password is lost or stolen. 	<ul style="list-style-type: none"> - Explain the concept of plagiarism. - Explain how online bullying can be different to bullying in the 'real world.' - Identify their own digital footprint. - Use search tools to find and access content that can be used by others (copyright free). - Explain how others online can pretend to be me or other people. 	<ul style="list-style-type: none"> - To have an understanding of the term 'digital footprint.' - To understand why some social media platforms have age restrictions. - To understand the term 'copyright.' - To explain what to do if a password is lost or stolen. - To identify their own digital footprint. - To use search tools to find and access content that can be used by others (copyright free). - To explain how others online can pretend to be me or other people. 	Links to PSHE and further computing study at KS3 and beyond.

					<ul style="list-style-type: none"> - To understand the positive and negative impact of social media use. - To understand the benefits and risks of sharing information online. - To explain the concept of plagiarism. - To explain how online bullying can be different to bullying in the 'real world.' 	
	Key Vocabulary	digital footprint, plagiarism, harm, copyright, social media,		Enrichment Opportunities	Given scenarios, can children explain if situations would be considered online bullying.	
Music (History of Music)	Y4 Explore and listen to a range of 80's music. Y5 -Explore and listen to a range of 70's music.	<ul style="list-style-type: none"> - Know a range of 60's music. - Know how people in history celebrated and danced with certain types of 60's music. - Know how to compare different 60's musical composers and genres. - Know that music of the 1960s influenced by significant events. - Know which music was popular in the 60's. - Know how The Beatles influenced music in the UK. - Know how The Beatles influenced music around the world. 		<ul style="list-style-type: none"> - Explore and listen to a range of 60's music. - Identify musical features and how they contribute to the style and mood of the music. - Compare the impact of different composers on the people of the time - Show the ability to give opinions with confident use of musical terminology 	<ul style="list-style-type: none"> - To identify the features within different pieces of music in the 60's. - To understand how music of the 1960s was influenced by significant events. - To identify similarities and differences between composers in the 60's. - To understand the impact that music had on the people who lived in the 60's. - To describe how music has evolved over time. - To compare how music evolved from the 60's to the 70's. 	Links to Music and History in KS3 and beyond.

	Key Vocabulary		Rhythm, pitch, dynamics, texture	Deeper Learning	How did music in the 50's affect how music was represented in the 60's?	
Design Technology (Structures – Air Raid Shelters)	- To make prototypes to develop design ideas. (Y5) - To choose appropriate materials, considering their properties.(Y5)	- To know that the first set of air shelters was opened in 1939 and that the shelters could hold up to six people. - To know that Sir John Anderson worked with an engineer to design a small, inexpensive air raid shelter. - To know that a design criteria is a list of particular aims for your product, thinking about the purpose and function. - To know that a cross-sectional diagram is a labelled product cut in half where all the parts can be seen. These are useful and help make plans easier to construct. - To know that a prototype is a test, or original, model of a product or a technology from which improvements, upgrades or fundamental changes can be made.	-To use the internet to research existing products and create a design criteria. -To draw a cross sectional, labelled diagram. -To ensure I wear safety gear, carry tools safely and ensure wood is clamped. - Apply understanding of how to strengthen, stiffen and reinforce more complex structures		- To talk about key events and individuals who impacted the wider world. - To analyse existing products and use research to develop my design criteria. - To sketch using cross sectional diagrams and know the purpose of them. - To know how to use prior knowledge of cutting tools to cut and sand wood safely and accurately. - To make prototypes to refine ideas against design criteria and make improvements. - To be able to create and reinforce a wooden structure for a given purpose and choose tools safely. - To understand how to strengthen, stiffen and reinforce structures.	Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions (KS3)
	Key Vocabulary		Design criteria, cross sectional diagrams, prototypes, shelter	Enrichment Opportunities	To be able to choose materials based on knowledge to strengthen, stiffen or reinforce a structure.	
French (Places in town)		- Know how to say the French vocabulary for the buildings in my town. -Know how to hold a simple conversation about places in town and to answer using the correct French. -Know how to use previous phonic knowledge to develop pronunciation. -Know how to identify main points in detail from a spoken passage about places in town.	- Understand the main points from a short, written passage. - Identify how to hold a simple conversation by asking and answering questions about places in town.		-To identify the vocabulary for places in town in French. -To understand the main points in a short-written passage. -To understand how to hold a simple conversation by asking and answering questions in detail.	(Year 6) - To understand the main points and some detail from a spoken passage on a familiar topic. - To take part in a brief conversation about people,

		<ul style="list-style-type: none">-Know how to take part in a brief conversation about places in town.-Know how to apply phonic knowledge to read French texts confidently.	<ul style="list-style-type: none">- Develop pronunciation using familiar words and phrases.- Understand the main points and some detail from a spoken passage on a familiar topic, e.g. talking about places they like and dislike in town.- Understand how to take part in a brief conversation about places in town.- Develop more accurate pronunciation when reading aloud.	<ul style="list-style-type: none">-To show an awareness of pronunciation using familiar words and phrases.-To understand main points in a detailed spoken passage.-To understand how to have a brief conversation.	places, things or actions, including giving an opinion, with increasing fluency. - Develop more accurate pronunciation when reading aloud. (KS3) Link KS2 learning in French to KS3.
	Key Vocabulary	un centre commercial, un supermarché, un magasin, un restaurant, un musée, un hôpital, un gare, un parc		Enrichment Opportunities	- To deepen pronunciation of French words through exposure of increasingly larger French texts.

PSHE (Family and Relationships)	What does respect mean to you and how can it be demonstrated?				
	Family and Relationships: Elder / Maple: Cycle B: Autumn 2	<ul style="list-style-type: none">- Respect means demonstrating a concern for people you interact with and treating them as equals.- Self-respect means you feel good about who you are, the types of choices you make, and the impact you have on others.- Marriage is a personal choice and a legal commitment.- A bystander is someone who happens to be there when something happens.- Discrimination is the unequal treatment of people based on a particular group they belong to.- Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.	<ul style="list-style-type: none">- Know why friends are important.- Understand what makes a good friend.- Explain how I can earn respect from my peers and from adults.- Explain when respect might be lost.- Understand that having respect for myself will help me make good choices.- Explain why people might decide to get married.- Explain how someone who is being bullied might feel.	<ul style="list-style-type: none">- To understand how to form and maintain positive relationships.- To understand what we mean by respect and why it is important.- To begin to understand self-respect.- To understand the concept of marriage.- To understand more about bullying and how to get help.- To recognise how attitudes to gender have changed over time.- To explore other people’s attitudes and ideas and begin to challenge these.- To understand stereotypes and be able to share information on them.	Further PSHE study and family and relationships study at KS3 and beyond.

			- Explain why gender equality is important.	- To explore the impact of stereotypes and how they can lead to discrimination.		
	Key Vocabulary	Friendship, respect, disrespect, self-respect, marriage, legal, bystander, discrimination, equality		Enrichment Opportunities	Children can discuss what could happen when respect between individuals / groups is lost.	
Physical Education	Dance: Heroes and Villains					
	Dance: Maple: Spring 1	- Dynamics relates to how the dancer moves I.e., fast/slow or strong/light. - A duet is a dance performed by two people. - Choreography is the art of making dances into an order or pattern.		-Rehearse a sequence of dance moves -Suggest ways of improving a routine. - Cooperate with a partner to form a fluid dance. - Give sensitive and constructive feedback to others.	- To construct a dance and share their own creations to the class. - To create a group dance using a range of dynamics, accurately timed. - To developed and well-rehearsed duet that demonstrates a range of choreographic techniques. - To perform all creations in a sequence and make a decision on actions.	KS3: Perform dances using advanced dance techniques within a range of dance styles and forms
	Key Vocabulary	Construct, dynamics, duet, choreography,		Enrichment Opportunities	Children transfer the skills taught and create their own dance sequence based on an alternative stimulus.	
	Invasion Games: Rugby 1					
	Invasion Games: Maple: Autumn 1: Cycle A	- A rugby ball must always be passed backwards. - A try is scored by placing the ball in the scoring zone. - A swing pass uses two hands which swing across in front of the body. - A dummy pass is a pretend pass to try and trick an opponent.		- Use tactics to deceive an opponent. - Hold a ball with two hands. - Run forward whilst carrying a rugby ball. - Pass a rugby ball using a swing pass. - Use tactics to gain an advantage over an opponent.	- To demonstrate passing and catching a rugby ball with consistency, accuracy and control. - To apply simple tactics when playing a rugby type game. - To apply simple attacking and defending tactics when playing a rugby-type game.	Use tactics and strategies to overcome opponents in direct competition through team games (KS3)
	Key Vocabulary	Rugby, pass, swing pass, tactics, try, advantage, deceive		Enrichment Opportunities	Children show deeper awareness of tactics to gain an advantage over opponents.	
Religious Education (Islam)	Why is the Qur'an so important to Muslims?					
	Summer 1- Islam	- To know that guidance means 'the help or advice given to somebody to solve a problem or pursue a chosen path'.		- To discuss people who are in our lives who provide us with guidance.	- To discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority	Year 6- Spring 1 What is Hajj and

	Why do Muslims fast during Ramadan?	<ul style="list-style-type: none"> - To know that authority is ‘the power to give orders, make decisions or enforce obedience.’ - To know that Muslims respect the Qur’an by ‘completing Wudhu before touching the Qur’an; placing the Qur’an on a pillow or Qur’an stand; sitting in a respectful manner; holding the Qur’an with your right hand; reciting slowly. - To know why Muslims respect the Qur’an. - To know that the Qur’an provides guidance to Muslims about how to live their daily life and how to be a committed Muslim. 	<ul style="list-style-type: none"> - To know different sources of guidance, eg, parents, safety manuals, instructions. - To discuss a wide range of people who are in a place of authority within our lives. 	<ul style="list-style-type: none"> - To suggest when and why people might want guidance about how to live - To describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God - To explain how the teachings of the Qur’an might influence the actions and choices of a Muslim - To explore Islamic beliefs about the Qur’an as the word of God - To explain how and why the Qur’an is a source of guidance for life for a Muslim - To Explain the impact of believing that the Qur’an is divine revelation - To describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets - To discuss who or what has guided them in their own beliefs, values and commitments - To reflect on what ‘ultimate authority’ might mean for them 	<p>why is it important to Muslims?</p> <p>KS3- Beliefs and practices of Islam</p>
	Key Vocabulary	Guidance, authority, Qur’an, Muslims, respectful.	Enrichment Opportunities	To be able to discuss if guidance is fact or opinion, true or biased.	