



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)					
TERM: Spring 2		Key Text:		The Journey by Francesca Sanna	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Journey by Francesca Sanna (Novel)					
English	Mystery Story (The Nowhere Emporium): Elder, Autumn 1, Cycle A	<p>Reading</p> <ul style="list-style-type: none"> - A fact is something that can be proven to be true. - An opinion is a view on something or someone that isn't necessarily true or based on fact. - Skimming is when you look over a text quickly to get the general idea. - Scanning is when you look over a text quickly, line by line, hunting for key information (dates, times, numbers etc). <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. 	<p>Reading</p> <ul style="list-style-type: none"> - Identify both fact and opinions within texts read. - Look over a text quickly to identify key information. - Skim over a text to identify the general idea and summarise this simply. - Present information from non-fiction texts in a clear and organised way. <p>Writing</p> <ul style="list-style-type: none"> - Use hyphens in writing to clarify meaning. - Introduce lists using colons and semi-colons. – Use a range of cohesive devices within independent writing. – Use the appropriate register (formal or informal) within own writing. 	<p>Reading</p> <ul style="list-style-type: none"> - Distinguish between statements of fact or opinion across a range of texts. - Use scanning skills to locate key information. - Use a combination of skimming, scanning and close reading across a text to locate specific detail. - Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. <p>Writing</p> <ul style="list-style-type: none"> - To know how hyphens can be used to avoid ambiguity. - To use colons to introduce a list and use of semi-colons within lists. - To use semi-colons, colons and dashes to mark the boundary between independent clauses. 	Novel (Varmints by Marc Craste): Elder, Summer 2, Cycle A

		<ul style="list-style-type: none"> - 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. - Cohesive devices help to link parts of a text together. Adverbials, pronouns and conjunctions are ways of doing this. - Formal writing uses standard English, complex sentences and does not use contractions. - Informal writing / speech using more casual language and is more personal than formal writing. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of words with silent letters. - Spell a range of words with 'ie' after 'c' - Spell a range of words where 'ei' can make an /ee/ sound. - Spell a range of words containing 'ough' - Spell a range of homophones or near homophones. 	<p>Spelling</p> <ul style="list-style-type: none"> - 'ough' can make a range of different sounds and there is no specific rule. - Homophones are words that sound the same but have different meanings. 	<ul style="list-style-type: none"> - To link ideas across paragraphs using a wider range of cohesive devices. - To know the difference between structures typical of informal speech, 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' - To spell words where 'ei' can make an /ee/ sound. - To spell words containing 'ough' - To spell words that are homophones. 	
	<p>Key Vocabulary</p>	<p>homophone, colon, semi-colon, hyphen, cohesive devices, adverbials, formal, informal.</p>	<p>Deeper Learning</p>	<ul style="list-style-type: none"> - Children use vocabulary and phrases from own reading experience to enhance own writing. - Children include realistic dialogue to enhance characters. 	
<p>Short Historical Story / Hammer the Grammar</p>					

	<p>Speech (Plastic Pollution), Maple, Summer 1, Cycle B</p>	<p>Writing</p> <ul style="list-style-type: none"> - To know that historical fiction is a story set in the past. - To know that historical fiction combines factual historical events with fictional characters or storylines. - To know that writers must ensure historical details are accurate to the time period. - To know that an anachronism is something placed in a story that does not belong in that time period. - To know key facts, dates and vocabulary linked to the chosen historical period. - To know that historical settings should reflect real conditions, beliefs and ways of life from that era 	<p>Writing</p> <ul style="list-style-type: none"> - To use a range of historical sources to gather accurate information about a time period. - To use evidence to justify choices made in narrative writing. - To consider perspective and understand that experiences differed depending on social position. - To place the chosen historical period on a chronological timeline. 	<p>Writing</p> <ul style="list-style-type: none"> - To create a historically plausible character. - To describe a historical setting using accurate detail. - To integrate real historical events into a fictional narrative. - To maintain historical accuracy and avoid anachronisms in independent writing. - To evaluate and edit writing to ensure consistency of tense and cohesion. - To use relative clauses beginning with who, which, where, when, whose or that. - To use adverbials of time and place to structure chronology. - To use dialogue accurately to convey character and advance action. - To link ideas across paragraphs using cohesive devices. - To use commas to clarify meaning or avoid ambiguity. - To use a range of complex sentences for effect. 	<p>Speech (Greta by Greta Thunberg) Elder, Summer 1, Cycle B</p>
	<p>Key Vocabulary</p>	<p>Comma, adverbials, relative clause, conjunctions, cohesion, cohesive devices,</p>	<p>Deeper Learning</p>	<ul style="list-style-type: none"> - Children use vocabulary and phrases from own reading experience to enhance own writing. - Make adjustments to draft piece to enhance meaning or point. 	

Maths	<ul style="list-style-type: none"> - Converting units - Perimeter, area and volume - Statistics 	Select the files to the right for more detailed guidance.	 Yr5_6 Converting units.pdf	 Yr5_6 Perimeter area and volume.pdf	 Yr5_6 Statistics.pdf
How can I alter the power of different components in a circuit?					
Science (Light)	<p>Ash: Yr3/4 Light and Shadow</p>	<ul style="list-style-type: none"> - Light always appears to travel in straight lines. - If an object passes in front of light, the light can be blocked. - Opaque objects let no light through. - Translucent objects let some light through. - Transparent objects let all light through. - We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. - Reflections occur when a light beam changes direction on hitting a surface. - Light can be broken into colours and that different colours of light can be combined to appear as a new colour. - White light is made up of lots of different colours. - The colour of light depends how long the waves are. (When we see colours, we are really seeing light of different wavelengths. Red light has the longest waves, orange is slightly shorter, and so on. Violet has the shortest wavelengths). 	<ul style="list-style-type: none"> - To explore and investigate how light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. - To predict what would happen if the rays or beams of light that are travelling in a straight line are blocked. - To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - To explore and use simple optical instruments. - To research the scientist Isaac Newton and the first reflecting telescope. - To record findings in annotated drawings to explain scientifically how light travels and how we see. - To describe how we see different colours using scientific terminology. - To plan and carry out a fair test investigation to find out which materials are the most reflective. 	<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 - To measure accurate and precisely using a range of equipment. - To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. - To use the outcome of test results to make predictions and set up a further comparative fair test. - To report findings from enquiries in a range of ways. - To explain a conclusion from an enquiry. 	KS3 Physics: Light waves

	Key Vocabulary	- refraction - reflection - light - spectrum - rainbow - colour	Deeper Learning	Investigations: Can we create different colours of shadows? What happens if we combine different colours of light? What happens when light travels through air through water?	
History (Justice and Equality)	Were all passengers on the Titanic treated fairly?				
	- Anglo Saxons - Early Islamic Achievement - Ancient Greeks - Vikings - Shang Dynasty - Changes Inventions (Maple)	- To know that the Titanic was the biggest most luxurious cruise ship of its time. - To know that the Titanic set sail in April 1912 carrying 2200 passengers. - To know that first class passengers were some of the richest people. - To know that many second class people were tourists. - To know that many third class people on board were looking to start a new life in America. - To know that passengers, depending on their class were treated differently: the first class had fine dining every night whilst the 3 rd class were hidden away. - On 19 th April an iceberg was spotted. Although the crew acted quickly to turn the ship, the ice made holes in the ship below the waterline. - Over 1500 people lost their lives. - To know there were only 20 lifeboats on board the ship.	- To explain different reasons the different passengers of different classes had for travelling. - To handle sources, ask questions and analyse what they can tell us about the past. - To explain the differing experience and treatment of the different classes. - To explain what caused the sinking of the titanic. - To explain why so many people died. - To explain how lifeboats and life jackets were prioritised. - To consider how the treatment of different classes may be similar or different today.	-To place periods studied in relation to other periods. - To make comparisons about life in the past. - To use multiple sources to conclude what life was like in the past. -To devise historically valid questions about cause and significance. - To communicate historical information in a range of different ways (writing, drawing, data handling, drama).	- The development of Church, state and society in Britain - Ideas, political power, industry and empire: Britain, 1745-1901 - Challenges for Britain, Europe and the wider world 1901 to the present day (KS3 History NC)
	Key Vocabulary	Titanic, passengers, lifeboat, classes, sources, evidence, cause, significance, conclusion	Deeper Learning	To consider how safety on board ships has changed today. To consider how the treatment of different classes may be similar or different today.	
Music (Creating and Composing)	Year 4 - Know the worth of a minim and a crotchet and recognise the	- 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 and use the EGDBF and FACE on a musical stave. - Compose using notations of a semibreve and quaver (and prior notation)	- To explore and play repeated rhythmic patterns on percussion instruments. - To understand notations of a semibreve and quaver.	Year 6- Compose music using a dotted minim and an accent. KS3- Music NC

	<p>symbols on a staff.</p> <p>Year 5</p> <ul style="list-style-type: none"> - Notations of a semibreve and quaver. 	<ul style="list-style-type: none"> - Know that a dotted minim lasts for 3 beats. - Know that an accent is an emphasis or stress placed on a particular note or set of notes. - Know how to perform on a glockenspiel to create a certain mood. 	<ul style="list-style-type: none"> - Analyse music to meet a specific mood. - Explore music that has a dotted minim and an accent. 	<ul style="list-style-type: none"> - To recognise the EGDBF on a musical staff when playing the glockenspiel. - To recognise the EGDBF and FACE on a musical staff when playing the glockenspiel. - To compose music on the glockenspiel that creates a mood. - To compose music on the glockenspiel that creates different moods. - To compose music using a dotted minim and an accent. 	
	Key Vocabulary	Musical staff, semibreve, quaver, percussion, dotted minim, accent	Deeper Learning	-To perform with increasing confidence to an audience using a dotted minim and an accent.	
PSHE (Citizenship)	<p>Year 3 / 4 Cycle B: Citizenship: Spring 2</p>	<ul style="list-style-type: none"> - The law is a set of rules people follow, enforced by the courts and police. - Prejudice is having an opinion about a member of a group without knowing that individual. - Discrimination is the unfair treatment of a person or group of people. - Reduction is the best preventative of waste, followed by reusing, then recycling. - People have different roles within a community, and contribute to their community in different ways. - Rights are the privileges and freedoms that belong to everyone, and responsibilities are something you are expected to do. - Parliament is the law-making group in the government in the UK. 	<ul style="list-style-type: none"> - Hold a mock trial to explore how the justice system works. - Develop responses to scenarios involving prejudice and discrimination. - Identify ways to reduce our waste. - Explain the responsibilities we have to do with freedom of expression, particularly in an online context. - Explain how parliament works. 	<ul style="list-style-type: none"> - To begin to understand what happens when the law is broken. - To recognise prejudice and discrimination and learn how this can be challenged. - To understand how reducing our use of materials and energy will help the environment. - To understand how we recognise and value the contribution people make to the community. - To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6). - To begin to understand how parliament works. 	<p>Year 5 / 6 Cycle B: Citizenship: Spring 2</p>

	Key Vocabulary	Law, prejudice, discrimination, challenge, reduce, environment, value, contribution, community, rights, responsibilities, parliament	Deeper Learning	- To explore more about UK parliament and compare with other countries.	
French (Food)		<ul style="list-style-type: none"> - Know the French words for common foods. - Know how to describe my likes and dislikes. - Know how to ask or answer simple questions about food. - Know simple phrases in French to ask what their favourite food is. - Know how to participate in a brief conversation about food, giving their opinion. 	<ul style="list-style-type: none"> - Develop more accurate pronunciation when reading aloud. - Analyse the main points from a short, written passage. - Understand the main points from a spoken passage about food with repetition. - Understand the main points and some detail from a spoken passage on a familiar topic. - Participate in a brief conversation about food, including giving an opinion, with increasing fluency. 	<ul style="list-style-type: none"> - To identify the French vocabulary for common foods. - To identify spelling patterns in French vocabulary that show gender (les, le and la). - To show an awareness of pronunciation for foods and familiar phrases. - To understand the main points in a short-written passage. - To understand how to describe in French my likes and dislikes about food in a simple conversation. - To understand main points in a detailed spoken passage, discussing their likes and dislikes on food. - To understand how to have a brief conversation discussing likes and dislikes about food. 	<p>Year 6:</p> <ul style="list-style-type: none"> - Take part in a brief conversation about people, places, things, or actions, including giving an opinion, with increasing fluency. <p>KS3: French NC</p>
	Key Vocabulary	le poulet, le poisson, le sandwich, les oeufs, les fruits, la salade, les pommes des terres, les frites	Deeper Learning	- To use accurate pronunciation and fluency in brief conversations about food preferences.	
Physical Education	Striking and Fielding Cricket:				
	<p>Y4</p> <p>To strike a ball from a tee.</p>	<ul style="list-style-type: none"> - To know what an underarm ball is. - To know how to hold a bat to strike effectively. - To know what an overarm throw is. - To know what tactics are and why they are used. 	<ul style="list-style-type: none"> - To use underarm to complete an effective ball. - To use hand eye coordination to bat accurately. - To use overarm to complete an effective ball. - To use tactics to effectively field and strike in a game. 	<ul style="list-style-type: none"> - To be able to ball underarm with accuracy. - To be able to bat off a tee. - To be able to throw overarm with accuracy. - To be able to apply tactics in a game. 	<p>Y5: Y6 Cricket, apply throwing skills to play a full cricket game.</p> <p>Y6: KS3 and beyond.</p>

	Key Vocabulary	underarm, ball, accuracy, tee, overarm, tactic.	Deeper Learning	Can children use aim and accuracy to bat into a space, making fielding harder for their opponents?	
	Athletics				
	Yr4 - Perform a push, pull and sling throw.	- Know how to use arm to support an effective running technique. - Know and explain different throwing techniques; push and pull, heave and sling. - Know when different jumps are most effective.	- To perform running techniques for short and long distances. - To perform a pull and push throw for javelin and discuss. - To use both one and two footed lands when jumping. - To perform a heave and sling throw.	- To be able to use an effective running technique to run short and long distances. - To be able to perform a push and pull throw - To be able to take off and land one to two foot. - To be able to take off and land using a combination of jumps. - To be able to take off and land using a hop, skip and jump. - To be able to perform a heave and sling throw.	Y5/6 performing long and triple jump. Y6: KS3 and beyond.
	Key Vocabulary	run, sprint, distance, speed, push throw, pull throw, sling throw, heave throw, jump, hop, skip.	Deeper Learning	Can children choose jumps for purpose, considering distance?	
Religious Education (Christianity: Jesus)	What do we mean by a miracle?				
	Ash: Spring 2 (Jesus) Is sacrifice an important part of religious life?	- A fact is something that is known or proved to be true. - An opinion is a view or judgement formed about something, not necessarily based on fact or knowledge. - A belief is an acceptance that something exists or is true, especially one without proof. - A miracle is defined as an event that cannot be explained by science. - Retell the stories of feeding the 5000 and the resurrection of Jesus. - Pilgrimage is a journey that has religious or spiritual significance. The	- To discuss our own beliefs - To discuss if there is anything that they accept as truth which others may not agree with? - To reflect on how they make decisions about what is/is not true. - To discuss as a class how should we decide who and what to believe	- To explain the difference between fact, opinion and belief. - To consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God. - To know the miracles of feeding the 5000 and the resurrection of Jesus and explain what these might reveal to Christians about the nature of Jesus. - To describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus. - To describe why some Christians might go on pilgrimage to places associated with miraculous events	Elder: Spring 2 (Jesus) Why do Christians believe Good Friday is good?

		journey is usually taken to an important religious place.		- To explain the impact that belief in miracles and the power of prayer might have on a Christian.	
	Key Vocabulary	Miracle, fact, opinion, belief, Jesus, pilgrimage.	Deeper Learning	To discuss why a Christian might particularly want to go to Jerusalem at Easter time.	