






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

| YEAR GROUP: 5/6 (Elder Class) | | TERM: Spring 2 | | Key Text: | Thornhill <i>by Pam Smy</i> Oh Maya Gods! <i>By Maz Evans</i> |
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| Subject | Prior Learning | Substantive Knowledge | Disciplinary Knowledge | Objectives | Future Learning |
| English | Thornhill (Horror) | | | | |
| | Varmints by Marc Craste (Elder, Summer 2, Cycle A) The Iron Man by Ted Hughes (Maple, Summer 1, Cycle A) | Reading - 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). Writing - 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. | Reading - 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. Writing - 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. Spelling | Reading - 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. Writing - 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. | Further novel studies at KS3 and beyond. |

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| | | <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. | <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. | |
| | Key Vocabulary | homophone, colon, semi-colon, hyphen, cohesive devices, adverbials, formal, informal. | Enrichment Opportunities | <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. | |
| | Hammer the Grammar / Non-chronological Report | | | | |

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| | <p>Everest (Elder, Spring 1, Cycle A)</p> <p>Emperor Penguins (Maple, Spring 2, Cycle A)</p> | <p>Writing</p> <ul style="list-style-type: none"> - A non-chronological report should include: a title, introduction, use paragraphs with subheadings, include technical vocabulary, maintain a formal, impersonal tone (third person) and include facts, statistics, and diagrams. - Topic-specific terminology should be used accurately. For example, in a report on volcanoes: magma, tectonic plates, eruption. - Definitions of complex terms may be included in brackets or a glossary. - Synonyms should be varied (e.g., "habitat" instead of repeatedly saying "home"). - A range of sentences including: <ul style="list-style-type: none"> - simple, compound, and complex sentences. - relative clauses to add extra information. - fronted adverbials to introduce a sentence with additional detail. <ul style="list-style-type: none"> • expanded noun phrases. • parenthesis (brackets, dashes, commas). | <p>Writing</p> <ul style="list-style-type: none"> - Explore and recognise key features such as an introduction, subheadings, factual language, and technical vocabulary. - Learn how to structure a report using headings, subheadings, bullet points, and paragraphs for clarity. - Gather relevant facts from different sources and summarise key points to include in a non-chronological report. - Use appropriate language, including factual statements, third-person perspective, and precise word choices. - Develop varied sentence types, including relative clauses, fronted adverbials, and expanded noun phrases, to enhance detail. <ul style="list-style-type: none"> – Include precise terminology relevant to the topic and provide definitions where necessary. - Revise work to ensure clarity, coherence, correct punctuation, and grammatical accuracy. | <p>Writing</p> <ul style="list-style-type: none"> - To identify features of a non-chronological report. - To use organisational devices effectively. - To research and summarise information.. - To write in an informative and formal tone. - To use a range of sentence structures. - To incorporate technical and subject-specific vocabulary. - To edit and improve writing. | <p>Further non-chronological report writing at KS3 and beyond.</p> |
| | <p>Key Vocabulary</p> | <ul style="list-style-type: none"> - Formal, cohesion, subheading, technical vocabulary, fact box, passive voice, summarise | <p>Enrichment Opportunities</p> | | |

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| 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 |
| Science (Electricity) | How can I alter the power of different components in a circuit? | | | | |
| | Year 4 Electricity | <p>To know a circuit needs a power source, wires and an output such as a buzzer, bulb or motor (which takes the power).</p> <p>To know a bulb is device that produces light when electricity passes through it. A buzzer is an output which makes a sound as electricity passes through it.</p> <p>To know a motor is an output that creates motion when electricity passes through it. To wires allow electricity (and electrons) to pass through from the power source to the light bulb.</p> <p>To know a circuit diagram is drawing a circuit using symbols instead of drawing real equipment.</p> <p>To know when components do not work in a circuit the bulb will not light up.</p> <p>To know if they wires are not all connected the bulb will not light up.</p> <p>To know the bulb may also not light up because it is not working properly or the battery has run out of power.</p> <p>To know switches are a device that can be used but are not always needed for a circuit to work.</p> <p>To know they can control the flow of electrons are used to control circuits and the flow of electricity.</p> <p>To know if it is open, electricity will not pass through and if they are closed, the electricity will pass through. We have</p> | <p>To associate the brightness of a lamp with the number and voltage of cells used in the circuit.</p> <p>To associate the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>To use recognised symbols when representing a simple circuit in a diagram</p> <p>To make their own choices about what type of scientific enquiry to plan to answer a scientific question, including recognising and changing variables</p> <p>To take appropriate measurements with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity</p> <p>To report and presenting findings from enquiries,</p> | <ul style="list-style-type: none"> - To explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. - To compare and give reasons for why components work and do not work in a circuit. - To draw circuit diagrams using correct symbols. - To make changes to their circuits and be able to explain the impact of the changes - To plan different types of scientific enquiry. - To control variables in an enquiry. - 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. | KS3 Physics |

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| | | switches so we can turn things on and off. To know different types of switches are used for different jobs. To know When more cells are added to a circuit, the brightness of the bulb increases. To know When a circuit has less cells, the brightness of the bulb is less. To know When the number of bulbs added to a circuit increases, the brightness of the bulb decreases. To know When the number of bulbs added to a circuit decreases, the brightness of the bulb increases. To know When more cells are added to a circuit, the volume of the buzzer increases. To know When a circuit has less cells, the volume of the buzzer is less. To know When the number of bulbs added to a circuit increases, the volume of the buzzer decreases. To know When the number of bulbs added to a circuit decreases, the volume of the buzzer increases. | including conclusions, in an appropriate form | | |
| | Key Vocabulary | - cells - wires - bulbs - switches - buzzers - battery - circuit - series - conductors - insulators - amps - volts - cell | Enrichment Opportunities | plan an investigation to explain the relationship between the length of the wire and the brightness of a bulb or the loudness of a buzzer. | |
| History (The Mayans) | Who were the Mayans and why are they important? | | | | |
| | KS2 The Vikings The Anglo Saxons The Romans The Egyptians | -The Mayan civilisation began 2000AD (3000 years ago) in Mexico and part of Central America. -They were indigenous people. -The climate was tropical (hot, wet) and full of jungles. -Farming was important to the Maya. - -Most people grew their own crops in | -To understand the maya civilisation began 3000 years ago and lasted for about 3000 years. -To explain why farming was so important to the Maya. - To understand the class system of the maya people. | Year 5 - To use relevant terms relating to the passing of time (empire, civilisation, parliament). - To identify changes and links within and across the time periods studied. | KS3 -Britain’s transatlantic slave trade: its effects and its eventual abolition - The Enlightenment in Europe and Britain, with links back to 17th-Century |

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| | <p>The Shang Dynasty</p> <p>Early Islamic Civilisation</p> | <p>small fields such as maize, beans, squash and cotton.</p> <p>-They bought and traded what they grew at markets.</p> <p>- Cocoa and vanilla were also produced. Cocoa was made into chocolate drinks for the royal family.</p> <p>-The Mayans believed that cocoa beans were a heavenly food gifted from God (Kukulcan).</p> <p>-During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, to Roman Britain, Anglo-Saxon, Medieval and through to Tudor England.</p> <p>-Maya society had commoners, a middle class, nobles and the king and his royal court.</p> <p>-The Maya built amazing cities like Tikal and temples out of stone.</p> <p>-The maya people were skilled at Maths, Art and astronomy (study of stars).</p> <p>-Mayans lived in different cities, ruled by different kings and queens but they shared a lot of common beliefs and traditions.</p> <p>-Warfare, trade, art and architecture was important to them.</p> <p>-To know that the Maya people are remembered for amazing creations, buildings and beautiful objects made from jade.</p> <p>They also invented groundbreaking ideas which have helped shape the way we live our lives today. For example, it's thought that the Maya invented the idea of 'zero'.</p> | <p>-To compare and contrast the similarities and differences between life in the Mayan times and today.</p> <p>-To summarise the skills Maya people had and valued. - To explain why art and architecture was important to Maya people.</p> <p>-To explain how temples and artefacts have revealed what was important to the Maya.</p> <p>-To explain what impact Mayans had on the lives of people today.</p> | <p>-To construct informed responses about the past from a range of sources by selecting and organising historical information.</p> <p>- To present historical information in a range of different ways (e.g. writing, drawing, data handling, drama).</p> <p>Year 6</p> <p>- To place periods studied in relation to other time periods.</p> <p>- To summarise what Britain may have learnt from other countries and civilisations.</p> <p>- To use a source to suggest what life was like and test using further research.</p> <p>-To communicate historical information in a range of different ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama).</p> | <p>thinkers and scientists and the founding of the Royal Society</p> <p>- The first colony in America and first contact with India</p> <p>-The causes and events of the civil wars throughout Britain</p> |
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| | Key Vocabulary | Civilisation, Mayan, Maya people, indigenous people, warfare, trade, art, architecture, agriculture, farming, beliefs, traditions, temples, astronomy, commoners, middle class, nobles, royal. | Enrichment Opportunities | To make models of Mayan temples To make Mayan style jewellery To draw and write about what Mayan life was like | |
| Music (Recorder) | Year 4 - Know the worth of a minim and a crotchet and recognise the symbols on a stave. Year 5 - Notations of a semibreve and quaver. | - Know and use the EGDBF and FACE on a musical stave. - Know that a semibreve is a whole note. - Know that a quaver is a musical note that is half as long as a crotchet. - Know that a dotted minim is lasts for 3 beats. - Know that an accent is an emphasis or stress placed on a particular note or set of notes. - Know how to perform on a glockenspiel to create a certain mood. | - Know and use the EGDBF and FACE on a musical stave. - Compose using notations of a semibreve and quaver (and prior notation) - Analyse music to meet a specific mood. - Explore music that has a dotted minim and an accent. | - To explore and play repeated rhythmic patterns on percussion instruments. - To understand notations of a semibreve and quaver. - To recognise the EGDBF on a musical stave when playing the glockenspiel. - To recognise the EGDBF and FACE on a musical stave 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. | Year 6- Compose music using a dotted minim and an accent. KS3- Music NC |
| | Key Vocabulary | Musical stave, semibreve, quaver, percussion, dotted minim, accent | Enrichment Opportunities | | |
| PSHE | Citizenship | | | | |

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| (Citizenship – Yr5/6 Cycle B) | <p>Y4 Spring 2 Recycling</p> <p>Understand the positive impact of recycling and reusing.</p> | <ul style="list-style-type: none"> -Know the role of pressure groups. -Know what diversity means. -Know what environmental issues are and how they impact food production. -Know what rights are and freedom of expression. -Know the role of Parliament. | <ul style="list-style-type: none"> -To understand the role of pressure groups. -To understand the value of diversity. -To understand some environmental issues relating to food and food production. -To understand the importance of caring for others. -To understand that we all have a responsibility to care for things and people around us. -To understand the basics of how Parliament works. | <ul style="list-style-type: none"> -To recognise the role of pressure groups. -To understand diversity and the value different people bring to a community. -To understand some environmental issues relating to food and food production. -To understand how to show care and concern for others. -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. | KS3 |
| | Key Vocabulary | Press groups, diversity, environment, rights, freedom, Parliament, diversity. | Enrichment Opportunities | <p>Consider an issue for our school community – can the children propose a way to support change and argue the benefits?</p> <p>Can children use their knowledge of rights and freedom of speech to support their argument?</p> | |
| French (Places in Town) | <p>Year 4</p> <ul style="list-style-type: none"> - To ask and answer a simple question to give basic information. <p>Year 5</p> <ul style="list-style-type: none"> - To hold a conversation by asking and answering questions | <ul style="list-style-type: none"> - 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. -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"> - 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. - Develop pronunciation using familiar words and phrases. - Understand the main points and some detail from a spoken passage on a | <ul style="list-style-type: none"> -To understand 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. -To show an awareness of pronunciation using familiar words and phrases. -To understand main points in a detailed spoken passage. - To be able to write a short paragraph about a familiar topic. | Year 6 |
| | | | | <ul style="list-style-type: none"> - 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, places, things or actions, including giving an opinion, | |

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| | about people, places or actions. | | familiar topic, e.g. talking about places they like and dislike in town. -Apply accurate spelling and grammar in sentences using French vocabulary. - Understand how to take part in a brief conversation about places in town. - Develop more accurate pronunciation when reading aloud. | -To understand how to have a brief conversation with increasing fluency. -To perform a short conversation about their favourite place in town to an audience. | with increasing fluency. 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 | Invite children from Maple to be an audience member when performing a rehearsed conversation with each other in French. | |
| Physical Education | Striking and Fielding Cricket: | | | | |
| | Y4 To strike a ball from a tee. | - 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. | - 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. | - 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. | Y5: Y6 Cricket, apply throwing skills to play a full cricket game. Y6: KS3 and beyond. |
| | 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 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. | Y5/6 performing long and triple jump. Y6: KS3 and beyond. |

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| | | | <ul style="list-style-type: none">- To use both one and two footed lands when jumping.- To perform a heave and sling throw. | <ul style="list-style-type: none">- 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. | |
| | 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) | Why do Christians believe Good Friday is good? | | | | |
| | Maple-Summer Christianity (Church) What does 'love your neighbour' really mean? | <ul style="list-style-type: none">-To know struggle is defined as when something is difficult to do and requires effort and persistence.-To know suffering is the experience of pain or something unpleasant, such as loss or damage.-To know that Holy Week begins on Palm Sunday and ends with Easter Sunday. During this one week, many biblical prophesies were fulfilled. Jesus came to earth to save humanity by dying on the cross on Good Friday and resurrecting on Easter Sunday.-To know the Eucharist is a Christian sacrament that involves eating bread and drinking wine to remember Jesus's sacrifice on the cross. | <ul style="list-style-type: none">-To discuss who we turn to for help and support.-To think about times in our lives when we have struggled, how did we get through this time.-To raise questions and discuss the extent to which they agree that 'suffering makes you stronger'. | <ul style="list-style-type: none">-To retell the events leading up to and including the death of Jesus. To identify key parts when suffering takes place.-To explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life.-To explain how and why Christian individuals and communities might celebrate the events of Holy Week.-To use religious vocabulary to describe and explain the Eucharist.-To explain different Christian beliefs about the Eucharist and its importance. | Elder-Summer Christianity (Church) If life is like a journey, what's the destination? |
| | Key Vocabulary | Struggle, suffering, journey, christians, Easter, Eucharist. | | Enrichment Opportunities | <ul style="list-style-type: none">-Visit a church to witness a Eucharist-Email a believer to discuss the Eucharist |