





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 5/6 (Elder Class)		TERM: Summer 1	Key Text:	Wonder by R. L. Palacio	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
English	Novel as a Theme: Wonder				
	<ul style="list-style-type: none"> - Novel as a Theme (Yr4/5 Spring 2 Cycle A) - Novel as a Theme (Yr5/6 Autumn 1 and Summer 2 Cycle A) 	<p>Reading</p> <ul style="list-style-type: none"> - Know root word to understand meanings of words. - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning. <p>Writing</p> <ul style="list-style-type: none"> - Know the difference between formal and informal writing styles. - Know if a sentence is written in the subjunctive mood. - Know the key features of narrative. - Know techniques that build cohesion within and between paragraphs. - Know the key features of a recount. - Know how commas can alter meaning of sentences. - Know the difference between action, dialogue and description. <p>Spelling</p> <ul style="list-style-type: none"> - Know spelling rules from the year 5/6 programme of study. 	<p>Reading</p> <ul style="list-style-type: none"> - Discuss themes within texts and stories read. - Make inferences on characters based on their thoughts and actions. - Compare characters within and across texts. - Provide reasoned justifications for their views. - Make notes of events in chronological order. <p>Writing</p> <ul style="list-style-type: none"> - Discuss and plan ideas for writing. - Use devices to build cohesion between paragraphs in narrative. - Blend action, dialogue and description within sentences. - Explore, collect and use vocabulary typical of formal and informal speech and writing. - Explore, collect and use subjunctive forms for formal speech and writing. 	<p>Reading</p> <ul style="list-style-type: none"> - To explore texts and deepen comprehension through small group discussion. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To provide reasoned justifications for their views. - To raise appropriate questions using a text. - To compare characters within and across texts. - To read and discuss texts presented in different ways. - To analyse the structure of poems. <p>Writing</p> <ul style="list-style-type: none"> - To write a recount organised into appropriate paragraphs. 	<ul style="list-style-type: none"> - Further novel studies at KS3 and beyond.

			<ul style="list-style-type: none">- Proofread, edit and improve writing.- Write a narrative. Spelling <ul style="list-style-type: none">- Revision of rules from year 5/6 spelling list based on identified class needs.	<ul style="list-style-type: none">- To plan and write a diary entry using appropriate genre features.- To write a narrative using appropriate grammatical features.- To select appropriate register for formal and informal purposes.- To consciously control the use of different sentence structures for effect.- To proofread for grammatical, spelling and punctuation errors. Spelling <ul style="list-style-type: none">- To spell more complex words accurately.	
	Key Vocabulary	<ul style="list-style-type: none">- Text level vocabulary identified by the teacher on a lesson-by-lesson basis.- All grammar vocabulary from the KS2 programme of study (revision for KS2 SATs).	Deeper Learning	<u>Writing</u> <ul style="list-style-type: none">- Distinguish between the language of speech and writing.- Draw on what they’ve read to improve own writing. <u>Comprehension</u>	
Maths	Year 5 <ul style="list-style-type: none">- Geometry: Properties of Shape- Geometry: Position and Direction Year 6 <ul style="list-style-type: none">- Various revision based on class needs	Select the files to the right for more detailed guidance.	<div><div> Year 5_6 Properties of Shape.pdf</div><div> Year 5_6 Position and Direction.pdf</div></div>		
What happens to humans as they get older?					
Science (Animals including Humans)	<ul style="list-style-type: none">- How do animals, including Humans, survive? (Ash	<ul style="list-style-type: none">- The human life cycle includes: birth, infancy, childhood, adolescence, adulthood, and old age.- Each stage is associated with different physical, cognitive, and emotional developments.	<ul style="list-style-type: none">- Sequence stages chronologically and describe observable changes using diagrams, timelines, and life cycle charts.- Gather and interpret data from graphs, videos, or secondary	<ul style="list-style-type: none">- Identify and describe the main stages of the human life cycle.- Describe the changes that happen as humans	<ul style="list-style-type: none">- Why is diet and exercise so important for the Human body? (Elder Class, Autumn1, Cycle A)

	Class, Autumn 1, Cycle A)	<ul style="list-style-type: none"> - Growth patterns (e.g., height, weight) and skill development (e.g., walking, speaking). - Cognitive and emotional changes across stages. - Physical changes like grey hair, wrinkling, and reduced mobility in old age. - Puberty includes hormonal changes, body growth, voice deepening, menstruation, and emotional fluctuations. - These changes prepare the body for adulthood and reproduction. - Some animals (e.g. mammals) have similar life cycles to humans; others differ greatly (e.g. insects, amphibians). - Not all animals experience extended childhood or adolescence. 	sources showing how humans grow and change. <ul style="list-style-type: none"> - Use age-related information to compare rates of development. - Analyse text or video sources to extract key scientific vocabulary and concepts. - Make comparisons between male and female puberty changes in a scientific, sensitive manner. 	develop from birth to old age. <ul style="list-style-type: none"> - Recognise that puberty is part of the human life cycle and describe some of the physical and emotional changes that occur. - Compare the development of humans with other animals, identifying similarities and differences. - Use scientific vocabulary to explain the different stages of human growth and the changes that occur. 	
	Key Vocabulary	- Human life cycle, Growth, Development, Stages, Sequence, Compare, Birth, Infant / Infancy, Toddler, Childhood, Adolescence, Teenager, Adulthood, Elderly / Old age, Life expectancy, Growth rate, Observation, Data	Enrichment opportunities	<ul style="list-style-type: none"> - Invite a nurse, doctor, or midwife to talk about human development and aging. - Children bring in or create drawings/photos of people at different life stages to build a giant classroom timeline. 	
How is our world changing?					
Geography	- What is the water cycle and how does it affect us? (Maple Class, Autumn 2, Cycle A)	<ul style="list-style-type: none"> - Weathering is the breakdown of rocks into smaller pieces due to natural processes. There are different types of weathering: <ul style="list-style-type: none"> - Mechanical weathering: Caused by physical processes like freezing and thawing, which can cause rocks to crack. - Chemical weathering: Caused by chemical reactions, such as when rainwater reacts with minerals in rocks, causing them to dissolve or weaken. - Biological weathering: Caused by plant roots growing into rocks, or animals burrowing into the earth. 	<ul style="list-style-type: none"> - To understand weathering and erosion, it's essential to observe natural environments, recognizing the slow but powerful forces at work. - Compare different landforms (e.g., mountains vs. flat plains) to link the processes of weathering and erosion with their physical characteristics. - Understand how water speed (e.g., fast or slow) impacts erosion and deposition can help explain changes in the landscape. 	<ul style="list-style-type: none"> - Describe the processes of weathering and erosion and explain how they shape the landscape over time. - Explain how the flow of water can erode riverbanks and transport materials. - Describe how the process of deposition alters the shape of a river or coastline. 	- Further geographical study at KS3 and beyond.

		<ul style="list-style-type: none"> - Erosion refers to the movement of weathered materials by agents like wind, water, ice, and gravity. Over time, erosion shapes the landscape by wearing away rock formations and carrying materials to new locations. - Water flows across the land in rivers and streams. As it moves, it erodes riverbanks, breaking down soil and rock. - Deposition occurs when water slows down and drops the materials it was carrying, which can change the shape of the landscape. 	<ul style="list-style-type: none"> - Data analysis of changes in riverbanks or coastlines over time, such as through historical maps or satellite images, allows pupils to understand how deposition contributes to landscape evolution. 	<ul style="list-style-type: none"> - Identify and explain reasons why a landscape may have changed over time due to natural and human causes. 	
	Key Vocabulary	<ul style="list-style-type: none"> - Weathering, Mechanical weathering, Chemical weathering, Biological weathering, Erosion, Abrasion, Attrition, Hydraulic action, Corrosion, Sediment, Riverbank – The land alongside a river, Riverbed, Floodplain, Meander, Delta, Tributary, Load, Deposition, Bank erosion, Channel 	Enrichment opportunities	Take a walk through the local area and look for evidence of weathering and erosion, such as cracked pavements, eroded riverbanks, or moss-covered rocks. Encourage students to take notes and sketch their observations.	
Computing (Online Safety)	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 document, musical composition, book, picture, or other creative work, the right 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,		Deeper Learning	Given scenarios, can children explain if situations would be considered online bullying.
PSHE (Economic Wellbeing)	<ul style="list-style-type: none">- Economic Wellbeing (Yr3/4)- Economic Wellbeing (Yr5)	<ul style="list-style-type: none">- Understand that different jobs have different routes into them.- Understand that people change jobs for a number of reasons.- Understand that there are certain rules to follow to keep money safe in bank accounts.- Know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.- Know that banks and organisations such as Citizens' Advice can help with money-related problems.	<ul style="list-style-type: none">- Recognise differences in how people deal with money and the role of emotions in this.- Discuss the risks associated with gambling.- Identify jobs that might be suitable for them when they are older.	<ul style="list-style-type: none">- To understand attitudes and feelings around money.- To understand how to keep money in bank accounts safe.- To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.- To begin to understand the risks associated with gambling.- To understand the range of jobs people might do.- To understand the different routes available into careers.	Further PSHE study in KS3 and beyond.
	Key Vocabulary	Discrimination, expenditure, gambling, giving back, growth mindset, income, interest, PIN, qualities, responsibility, repayment, skill		Deeper Learning	<ul style="list-style-type: none">- Identify things which may encourage someone to gamble.- Research ways of supporting people struggling with gambling.
	Outdoor and Adventurous Activities				

Physical Education (O.A.A. and Invasion Games: Rounders)	O.A.A. Year 3/4)		<ul style="list-style-type: none">- Communicate effectively.- Trust and work with others.- Work effectively as part of a team.- Review a performance.- Organise time and resources within a team.	<ul style="list-style-type: none">- To listen attentively, record information accurately and apply strategies for remembering important information.- To follow instructions and work with others to complete a complex task.- To generate and share ideas- To review performance and apply learning to complete a task successfully.	<ul style="list-style-type: none">- Take part in O.A.A. activities which present intellectual and physical challenges and be encouraged to work in a team (National Curriculum KS3)
	Key Vocabulary	Trust, communication, teamwork, attentive		Deeper Learning	Be able to communicate clearly and concisely in a way that deepens understanding.
	Striking and Fielding				
	<ul style="list-style-type: none">- Striking and Fielding (Yr4/5)- Striking and Fielding: Cricket (Yr5/6)	<ul style="list-style-type: none">- Know where is the best place to strike a ball (tactics).- Know their own strengths and areas for improvement.- Know when to use an underarm throw and when overarm.	<ul style="list-style-type: none">- Bowl underarm accurately.- Strike a ball with a bat (off a tee).- Throw a ball overarm when fielding.- Catch a ball using two-hands or one hand effectively.	<ul style="list-style-type: none">- To strike a ball off a tee with a bat.- To demonstrate an overarm throw when fielding a ball.- To make a definitive choice of where to strike a ball.- To offer practical solutions to help teammates improve.- To use tactics in a rounders game.- To catch a ball when fielding.	
	Key Vocabulary	- strike, tactics, overarm throw, underarm throw, accurately,		Deeper Learning	Children show an awareness of positioning when fielding / ball placement when batting.
What do we mean by ‘a good life?’					
Religious Education (Buddhism)	<ul style="list-style-type: none">- Make meaningful links to other	<ul style="list-style-type: none">- Know that Prince Siddhartha (also known as the Buddha) was a wandering religious teacher from South Asia.	<ul style="list-style-type: none">- Explain Buddhist beliefs.- Explain the importance of daily meditation to Buddhists.	<ul style="list-style-type: none">- To analyses Buddhist beliefs and teachings about how to be content.	<ul style="list-style-type: none">- Further study of Buddhism at KS3 and beyond.

	religions studied across KS1 and KS2.	<ul style="list-style-type: none"> - Know the four noble truths of Buddhism (suffering exists; it has a cause; it has an end; it has a cause to bring about its end). - Know the eightfold pathway of Buddhism. - Know that contentment means being happy and satisfied. 	<ul style="list-style-type: none"> - Talk about things in their own lives which may prevent them from being happy. - Talk about their own happiness and discuss if this is something they are in control of. 	<ul style="list-style-type: none"> - To make links between the story of Prince Siddhartha and Buddhist beliefs about the Four Noble Truths. - To consider the importance of daily meditation in Buddhism. - To discuss the meaning of contentment. - To ask and respond thoughtfully to questions about their own happiness. - To discuss potential barriers to their happiness and what they can do to overcome these. 	
	Key Vocabulary	Buddhism, Prince Siddhartha, Buddha, contentment, Four Noble Truths, Eightfold Pathway		Deeper Learning	Make comparisons between Buddhism and other main religions studied. What are the key similarities and differences?

Year 5

Year 6