



Coupe Green  
Primary School  
HOUGHTON

**'Learning together, supporting each other'**

<b>YEAR GROUP:</b> 5/6 (Elder Class)		<b>TERM:</b> Summer 1		<b>Key Text:</b>	The 1000 Year Old Boy by Ross Welford
				<b>Enrichment Opportunities:</b>	Recorder performance / sports day
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
<b>Novel as a Theme: The 1000 Year Old Boy</b>					
<b>English</b>	<ul style="list-style-type: none"> <li>- Novel as a Theme (Yr4/5 Spring 2 Cycle A)</li> <li>- Novel as a Theme (Yr5/6 Autumn 1 and Summer 2 Cycle A)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Know root word to understand meanings of words.</li> <li>- Know root words, prefixes and suffixes can change the meaning of words.</li> <li>- Know the difference between a fact and an opinion.</li> <li>- Know how language structure and presentation contribute to meaning.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Know the difference between formal and informal writing styles.</li> <li>- Know if a sentence is written in the subjunctive mood.</li> <li>- Know the key features of narrative.</li> <li>- Know techniques that build cohesion <b>within</b> and <b>between</b> paragraphs.</li> <li>- Know the key features of a recount.</li> <li>- Know how commas can alter meaning of sentences.</li> <li>- Know the difference between action, dialogue and description.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Discuss and plan ideas for writing.</li> <li>- Use devices to build cohesion between paragraphs in narrative.</li> <li>- Blend action, dialogue and description within sentences.</li> <li>- Explore, collect and use vocabulary typical of formal and informal speech and writing.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To explore texts and deepen comprehension through small group discussion.</li> <li>- To infer thoughts, feelings and motives from characters actions in texts and film clips.</li> <li>- To provide reasoned justifications for their views.</li> <li>- To raise appropriate questions using a text.</li> <li>- To compare characters within and across texts.</li> <li>- To read and discuss texts presented in different ways.</li> <li>- To analyse the structure of poems.</li> </ul>	<ul style="list-style-type: none"> <li>- Further novel studies at KS3 and beyond.</li> </ul>

			<ul style="list-style-type: none"> <li>- Explore, collect and use subjunctive forms for formal speech and writing.</li> <li>- Proofread, edit and improve writing.</li> <li>- Write a narrative.</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>- To write a recount organised into appropriate paragraphs.</li> <li>- To plan and write a diary entry using appropriate genre features.</li> <li>- To write a narrative using appropriate grammatical features.</li> <li>- To select appropriate register for formal and informal purposes.</li> <li>- To consciously control the use of different sentence structures for effect.</li> <li>- To proofread for grammatical, spelling and punctuation errors.</li> </ul>	
	<b>Key Vocabulary</b>	- Text level vocabulary identified by the teacher on a lesson-by-lesson basis.		<b>Deeper Learning</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>- Distinguish between the language of speech and writing.</li> <li>- Draw on what they've read to improve own writing.</li> </ul>
<b>Maths</b>	-Properties of shape -Geometry: position and Direction		<b>Select the files to the right for more detailed guidance.</b>		
<b>Science (Space Yr5)</b>	<b>How do movements in space affect life on Earth?</b>				
	Yr5 Forces-gravity	<ul style="list-style-type: none"> <li>- Early scientists believed Earth was at the centre (geocentric).</li> <li>- Later models showed the Sun at the centre (heliocentric).</li> <li>- Scientific ideas change over time with new evidence.</li> <li>- Planets orbit the Sun in elliptical paths.</li> <li>- All celestial bodies (planets, moons, stars) are roughly spherical.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask testable questions about the Solar System.</li> <li>- To compare evidence from different scientific models.</li> <li>- To build and evaluate a model of the Solar System.</li> <li>- To understand strengths / limitations of models.</li> <li>- To design tables to record observations (e.g. Moon phases).</li> </ul>	<ul style="list-style-type: none"> <li>- To compare historical models of the Solar System (geocentric vs heliocentric).</li> <li>- To describe the movement and shape of celestial bodies in the Solar System.</li> </ul>	KS3- Physics. Space

	<ul style="list-style-type: none"> <li>- Gravity is the force that keeps planets in orbit.</li> <li>- The Moon orbits the Earth.</li> <li>- Phases are caused by how much of the Moon is lit by the Sun.</li> <li>- The Moon does not produce its own light.</li> <li>- Earth rotates on its axis → causes day and night.</li> <li>- Earth orbits the Sun → contributes to seasons.</li> <li>- Tilt of the Earth affects sunlight distribution.</li> <li>- The Sun's position changes shadows throughout the day.</li> <li>- Sundials measure time using shadow movement.</li> <li>- Satellites are used for communication, weather, GPS.</li> <li>- Space junk can damage satellites and cause risks in orbit.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify patterns over time.</li> <li>- To draw and label scientific diagrams (day/night, seasons).</li> <li>- To use diagrams to explain abstract concepts.</li> <li>- To calibrate and use a sundial.</li> <li>- To measure and record changes over time.</li> <li>- To analyse patterns in data (e.g. temperature).</li> <li>- To make predictions based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the movement of the Moon and its phases.</li> <li>- To explain how day and night and the seasons occur.</li> <li>- To understand how time can be measured using the Sun (sundials).</li> <li>- To describe the uses of satellites and the impact of space junk.</li> </ul>		
	<b>Key Vocabulary</b>	celestial bodies, orbit, गुरुत्व (gravity), rotation, axis, phases (of the Moon), heliocentric, geocentric, solar system, satellite, shadow, sundial, data, prediction	<b>Deeper Learning</b>	<ul style="list-style-type: none"> <li>- Evaluate why people believed different models (link to history of science).</li> <li>- Compare different Solar System models and discuss limitations (e.g. scale, distance).</li> <li>- Explore how satellites affect everyday life (GPS, phones, weather forecasts).</li> </ul>	
	<b>What can we learn from maps?</b>				
<b>Geography (Mapping)</b>	<p>What can we learn from our local area? Ash</p>	<ul style="list-style-type: none"> <li>-To know Ordnance Survey maps show physical and human features as symbols.</li> <li>-To be able to name OS symbols.</li> <li>-To know scales are used to show the distance on a map.</li> <li>-To know that we can calculate the actual distance of a route by using string or paper marking then measuring this alongside a scale.</li> </ul>	<ul style="list-style-type: none"> <li>-To use a range of maps, atlases, globes and digital maps.</li> <li>-To read and use OS map symbols and keys.</li> <li>-To be able to read and locate points of interest using four and six figure grid references.</li> <li>-To use the eight compass points to plan routes across different continents.</li> </ul>	<ul style="list-style-type: none"> <li>-To use a range of maps, atlases, globes and digital maps.</li> <li>-To name and identify OS symbols and keys on a map.</li> <li>-To use four and six figure grid references to locate the seven wonders of the world.</li> <li>-To use the eight compass points to</li> </ul>	Interpret Ordnance Survey maps in the classroom and in the field. (KS3)

			<ul style="list-style-type: none"> <li>-To use map scales to calculate the actual distance between points of interest e.g. OS symbols.</li> <li>-To design a map of an outdoor area which shows scale, compass points and grid references. (Fieldwork)</li> </ul>	<ul style="list-style-type: none"> <li>create a route guide to visit all seven wonders of the world.</li> <li>-To understand how distance is represented on a map using scale.</li> <li>-To create a map of an outdoor area of school showing scale, compass points and grid references.</li> </ul>	
	<b>Key Vocabulary</b>	Ordnance Survey, scale, distance, six figure grid reference, tourist and leisure information, boundaries, roads, wonders of the world, compass points.		<b>Deeper Learning</b>	Suggest another landmark that should be classed as a wonder of the world and justify your reasons.
<b>Music (Recorder)</b>	Year 4: Recorder Stage 1	<ul style="list-style-type: none"> <li>-Know that a round is a form of composition with multiple performers playing the same melody but at different intervals.</li> <li>- Know how to play the notes B, A and G.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify a round within a song.</li> <li>- Play tunes using notes B, A, G, C, D.</li> </ul>	<ul style="list-style-type: none"> <li>-To understand what a round is within a song.</li> <li>-To understand what a quaver and semibreve notation is.</li> </ul>	Year 6: Recorder Karate KS3 Music NC
	Year 5: Recorder Stage 2	<ul style="list-style-type: none"> <li>-Know how to play the notes C and D. - Know how to play a simple tune on the recorder.</li> <li>-Know how to use different recorder techniques, including fingerings and controlling the breath.</li> <li>-Know how to read notated music.</li> <li>-Know that the pentatonic scale is a musical scale with five notes per octave and a tool for improvisation.</li> <li>-Know how to review the combination of 2 parts of a song.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore notations of a semibreve and quaver.</li> <li>-Revise how to place fingers to correctly blow notes.</li> <li>- Review the combination of 2 parts of a song.</li> <li>-Perform with a characteristic tone individually and in a group.</li> <li>-Compose a piece to be played on recorder.</li> <li>-Improvise using the pentatonic scale.</li> <li>-Play a song with 2 parts.</li> </ul>	<ul style="list-style-type: none"> <li>- To revise how to place the fingers to make the note B, A. and G.</li> <li>- To play a simple tune using the notes B, A and G.</li> <li>- To know how to place the fingers to make the note C.</li> <li>- To know how to place the fingers to make the note D.</li> <li>- To revise how to place the fingers to make the note B, A, G, C, D.</li> </ul>	

				<ul style="list-style-type: none"> <li>-To understand how to play a simple song on the recorder.</li> <li>-To explore different techniques using the recorder.</li> <li>-To understand the pentatonic scale.</li> <li>-To analyse and review a song that has 2 parts.</li> <li>-To plan a song that has 2 parts.</li> <li>-To play a song that has two parts.</li> </ul>	
	<b>Key Vocabulary</b>	Round, octave, pentatonic scale, melody, intervals, semibreve, quaver.		<b>Deeper Learning</b>	To improvise using simple musical notations for B, A, G, C and D with increasing confidence.
<b>Design Technology (Woodwork-Picture Frame)</b>	DT-Maple- Select and choose from a range of cutting and measuring tools and choose appropriate materials, considering their properties.	<ul style="list-style-type: none"> <li>-Know a range of woods including plywood (easy to cut, finish, stain and paint), pine (lightweight, easy to form, used for construction and decking) and oak (tough and durable and polishes well).</li> <li>-Know that soft woods are good for small projects including pine, cedar and fir.</li> <li>-Know the tools and materials needed for woodwork including clamps, saws, sandpaper, vice, wood glue.</li> <li>-Know safety tools including safety glasses</li> </ul>	<ul style="list-style-type: none"> <li>-Use the internet to research existing picture frames.</li> <li>-Use sketching techniques to sketch my design.</li> <li>-Select the correct tool for the purpose.</li> <li>-Measure and cut accurately.</li> <li>-To use diagonals to reinforce square frameworks by using triangulation.</li> </ul>	<ul style="list-style-type: none"> <li>-To research, investigate and form opinions of existing products.</li> <li>-To design and create an annotated sketch of my design.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>-To select from and use a range of cutting and measuring tools.</li> <li>-To choose appropriate materials, considering their properties.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>-To be able to cut and sand wood safely, choosing appropriate tools.</li> <li>-To be able to create and reinforce a wooden</li> </ul>	KS3-Use specialist tools, techniques, processes, equipment and machinery.

				structure for a given purpose. -To evaluate my product.	
	<b>Key Vocabulary</b>	Cutting, measuring, properties, safety, reinforce, frame structure, stability, join		<b>Deeper Learning</b>	To add a design on to my frame.
<b>PSHE (Economic Wellbeing)</b>	Ash 3 / 4 Cycle B Summer 1 Economic Wellbeing	-A loan is money that you borrow from someone with the promise to pay it back. -Income is the money that someone gets for work. -Expenditure is the act of spending/something that is spent. -A weekly budget is a plan for saving and spending money for one week.	-Discuss whether a loan can and should be taken, based on calculations. -Create a weekly budget. -Explore and discuss risks associated with money. -Research jobs and different routes into those careers.	- To understand that a loan can be a way to pay for things but that it needs to be repaid. - To understand income and expenditure and how to track money. - To understand how to put together a weekly budget. - To understand some risks associated with money. - To understand the range of jobs people might do (Y5) To understand the different routes available into careers (Y6).	KS3 Economic Wellbeing
	<b>Key Vocabulary</b>	-discrimination –expenditure –gambling –giving back – growth mindset –income –interest –PIN –qualities responsibility –repayment -skill		<b>Deeper Learning</b>	To explore the different options available to get into their chosen career.
<b>French (Subjects and Places at school)</b>	<u>Ash</u> (Cycle B) Classroom Objects <u>Maple</u> (Cycle B) Classroom Commands	- 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.	-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.	- To identify the French vocabulary for different subjects at 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.	Y6 To take part in a brief conversation about people, places, things or actions, including giving an opinion, with

		-Know the French vocabulary to discuss opinions with accuracy and fluency.	<ul style="list-style-type: none"> <li>- Hold a simple conversation by asking and answering questions about subjects at school.</li> <li>-Explore French dictionary to develop the ability to understand new words.</li> <li>- Develop more accurate pronunciation when reading aloud.</li> <li>- Understand how to write a sentence in the present tense using more than one verb.</li> <li>- Take part in a brief conversation with increasing fluency.</li> </ul>	<ul style="list-style-type: none"> <li>-To hold a simple conversation by asking and answering questions about subjects in school.</li> <li>-To identify new French vocabulary in the French dictionary to build phrases and vocabulary banks.</li> <li>-To understand the main points and some detail from a spoken passage on subjects in school.</li> <li>- To be able to say and write a sentence in the present tense using more than one verb.</li> <li>-To use accurate pronunciation to discuss my favourite subject with opinions.</li> <li>-To perform a short interview to an audience on subjects they enjoy with opinions.</li> </ul>	<p>increasing fluency.</p> <p>KS3</p> <p>French NC</p>
	<b>Key Vocabulary</b>	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		<b>Deeper Learning</b>	To use accurate pronunciation and fluency in brief conversations about their favourite subject in school.
	<b>Outdoor Adventurous Activities (O.A.A.)</b>				
<b>Physical Education</b>	Y4 To be able to take a role in a team to complete a challenge.	<ul style="list-style-type: none"> <li>-Know how to manage roles to create a successful team.</li> <li>-Know how to communicate with others to share your ideas.</li> <li>- Know the meaning of the terms solution, co-operation, challenge.</li> <li>-Know how to deliver concise instructions.</li> <li>-Know your own strengths and how they help others.</li> </ul>	<ul style="list-style-type: none"> <li>-To use co-operation skills to work as part of a team.</li> <li>-To try a variety of ideas to find a solution.</li> <li>-To use instructions to guide others.</li> <li>-To use time and positional language to form instructions.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to work as part of a team.</li> <li>-To be able to verbalise concise instructions.</li> <li>-To be able to take a role in a team to complete a challenge.</li> <li>-To be able to adapt ideas through trying them out.</li> </ul>	KS3
	<b>Key Vocabulary</b>			<b>Deeper Learning</b>	

**Striking and Fielding: Rounders**

<p>Y4 To be able to bowl underarm with accuracy.</p>	<ul style="list-style-type: none"> <li>-Know the role of a bowler.</li> <li>-Know how to position your body when bowling.</li> <li>-Know the positions of batters and fielders.</li> <li>-Know which throwing technique to use for distance and accuracy.</li> <li>-Know how to identify positions of the field to bat a ball to achieve a rounder.</li> <li>-Know the rules of a rounders game.</li> <li>-Know how to improve chances of achieving a full rounder.</li> </ul>	<ul style="list-style-type: none"> <li>-To use underarm and overarm throws for purpose in a game.</li> <li>-To use overarm and underarm bowl techniques for accuracy and distance.</li> <li>-To use tactics in play.</li> </ul>	<ul style="list-style-type: none"> <li>-To demonstrate bowling underarm with accuracy.</li> <li>-To be able to catch a ball when fielding.</li> <li>-To be able to strike a ball with a bat.</li> <li>-To be able to throw overarm when fielding.</li> <li>-To be able to demonstrate bowling overarm.</li> <li>-To explain where to strike a ball in a game.</li> <li>-To be able to bowl underarm with accuracy.</li> <li>-To be able to explain tactics to use within a game (rounders).</li> </ul>	<p>KS3</p>
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<b>Key Vocabulary</b>	bowler, fielder, bat, body position, overarm, underarm, accuracy, rounder	<b>Deeper Learning</b>	Use accuracy to aim a strike into a space.
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**How do people decide what to believe?**

<p>Ash- Cycle B Christianity (Church) What does 'love your neighbour' really mean?</p>	<ul style="list-style-type: none"> <li>-To know authority is defined as 'the power or right to give orders, make decisions, and <u>enforce obedience</u>'</li> <li>-To know that Trinity, in Christian doctrine, the unity of Father, Son, and Holy Spirit as three persons in one Godhead.</li> <li>-To know the Aspostle's Creed is a description of the original divine community of Father, Son, and Holy Spirit--creating us in love and rescuing us so that we may enter that community of love forever.</li> </ul>	<ul style="list-style-type: none"> <li>-To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values.</li> <li>-To be able to raise meaningful questions about things that puzzle them.</li> <li>-To give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> </ul>	<ul style="list-style-type: none"> <li>-To consider what we mean by sources of authority and be able to discuss different responses to sources of authority.</li> <li>-To describe what Christians mean when they talk about one God in Trinity. -To describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>-To identify the beliefs contained within the Apostle's Creed.</li> <li>-To explain why the Christian community (The Church) might want/need an agreed statement of belief.</li> <li>-To explain how symbols might unite the worldwide Christian Church</li> </ul>	<p>Further religious studies in KS3</p>
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**Religious Education (Christianity: Church)**

				-To describe the role of places like Taizé where Christians from different backgrounds might come together to worship.	
	<b>Key Vocabulary</b>	Christians, authority, Trinity, Holy Spirit, Apostle's Creed, symbols.		<b>Deeper Learning</b>	To write our own 'creed' containing our personal beliefs and values.