





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Summer 1	Key Text: Room 13 by Robert Swindels	Recorder performance / sports day	
			Enrichment Opportunities:		
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Paperman by Disney (Romance)					
English	Short Animation (The Present by Jacob Frey) Maple: Summer 1 Cycle B	Reading - 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. 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. - Cohesive devices help to link parts of a text together.	Reading - 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. Writing	Reading - To discuss themes within texts and stories read. - To make inferences on characters based on their thoughts and actions. - To compare characters within and across texts. - To provide reasoned justifications for their views. - To make notes of events in chronological order. Writing -To use the semi-colon, colon and dash to mark	Further study at KS3 and beyond.

		<p>Adverbials, pronouns and conjunctions are ways of doing this.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Colons and semi-colons can be used to mark the boundaries between independent clauses. - 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>the boundary between independent clauses [for example, It's raining; I'm fed up].</p> <ul style="list-style-type: none"> -To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing. -To use the passive to affect the presentation of information in a sentence. - To evaluate, edit and perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. - 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 a range of words from the year 5/6 spelling list. 	
Pet Peeves (Blog)					

	Diary (Scot of the Antarctic), Maple Class, Autumn 2, Cycle B	<p>Writing</p> <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. - 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>Writing</p> <ul style="list-style-type: none"> - Use hyphens in writing to clarify meaning. - Introduce lists using colons and semi-colons. - Present information from non-fiction texts in a clear and organised way. - Use the appropriate register (formal or informal) within own writing. 	<p>Writing</p> <ul style="list-style-type: none"> - To know hyphens can be used to avoid ambiguity. - To use bullet points to list information. - 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. - To use layout devices to structure text. - To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing. 	Further study at KS3 and beyond.
	Key Vocabulary	homophone, colon, semi-colon, hyphen, cohesive devices, adverbials, formal, informal.	Deeper Learning	<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. 	
Maths	-Properties of shape -Geometry: position and Direction	Select the files to the right for more detailed guidance.		 Yr 5_6 Properties-of-Shape.p	 Yr 5_5 Position-and-Director
How are the planets in our solar system different?					
Science (Space Yr5)	Yr5 Forces-gravity	<ul style="list-style-type: none"> -To know that the sun is a star at the centre of our solar system and that it has 8 planets. -To name the 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto reclassified as a 'dwarf planet in 2006) 	<ul style="list-style-type: none"> -To explain why we have night and day -To describe the moon's phases and orbit of the earth. -To describe the solar system and human kinds journey into space. -to use the idea of the Earth's rotation to explain day and night 	<ul style="list-style-type: none"> - To describe and explain the movement of the Earth and other planets relative to the Sun. - To describe and explain the movement of the Moon relative to the Earth. - To explain and 	KS3- Physics. Space

		<ul style="list-style-type: none"> -To know that all other planets orbit the sun and that its gravitational force keeps the planets in orbit. - To know that the moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones) - To know that our planet spins on an invisible line (axis). -To know that half of the earth is always facing the sun and the other half is in darkness until the planet turns around, causing day and night. 	<ul style="list-style-type: none"> and the apparent movement of the sun across the sky. -to use research skills to identify the movements of planets. - I can describe the earth, moon and sun as spherical. - I can name at least two different shapes the moon was thought to be. -To use scientific evidence to explain how we know the sun, earth and moon are spherical. 	<ul style="list-style-type: none"> demonstrate how night and day are created. - To describe the Sun, Earth and Moon (using the term spherical). - To compare the time of day at different places on earth. - To create a shadow clock. - To relate the outcome from an enquiry to scientific knowledge to state whether evidence supports or refutes an argument or theory 	
	Key Vocabulary	Earth - Sun - Moon - axis - rotation - day - night - phases of the Moon - star - constellation	Deeper Learning	How do we know that planets move? Can you explain this scientifically?	
	What can we learn from maps?				
Geography (Mapping)	<p>What can we learn from our local area? Ash</p>	<ul style="list-style-type: none"> -To know Ordnance Survey maps show physical and human features as symbols. -To be able to name OS symbols. -To know scales are used to show the distance on a map. -To know that we can calculate the actual distance of a route by using string or paper marking then measuring this alongside a scale. 	<ul style="list-style-type: none"> -To use a range of maps, atlases, globes and digital maps. -To read and use OS map symbols and keys. -To be able to read and locate points of interest using four and six figure grid references. -To use the eight compass points to plan routes across different continents. -To use map scales to calculate the actual distance between points of interest e.g. OS symbols. -To design a map of an outdoor area which shows scale, compass points and grid references. (Fieldwork) 	<ul style="list-style-type: none"> -To use a range of maps, atlases, globes and digital maps. -To name and identify OS symbols and keys on a map. -To use four and six figure grid references to locate the seven wonders of the world. -To use the eight compass points to create a route guide to visit all seven wonders of the world. -To understand how distance is represented on a map using scale. -To create a map of an outdoor area of school showing scale, compass 	Interpret Ordnance Survey maps in the classroom and in the field. (KS3)

				points and grid references.	
	Key Vocabulary	Ordnance Survey, scale, distance, six figure grid reference, tourist and leisure information, boundaries, roads, wonders of the world, compass points.	Deeper Learning	Suggest another landmark that should be classed as a wonder of the world and justify your reasons.	
Music (Recorder)	Year 4: Recorder Stage 1	-Know that a round is a form of composition with multiple performers playing the same melody but at different intervals.	- Identify a round within a song. - Play tunes using notes B, A, G, C, D. - Explore notations of a semibreve and quaver.	-To understand what a round is within a song. -To understand what a quaver and semibreve notation is.	Year 6: -Recorder Karate KS3 Music NC
	Year 5: Recorder Stage 2	- Know how to play the notes B, A and G. -Know how to play the notes C and D. - Know how to play a simple tune on the recorder. -Know how to use different recorder techniques, including fingerings and controlling the breath. -Know how to read notated music. -Know that the pentatonic scale is a musical scale with five notes per octave and a tool for improvisation. -Know how to review the combination of 2 parts of a song.	-Revise how to place fingers to correctly blow notes. - Review the combination of 2 parts of a song. -Perform with a characteristic tone individually and in a group. -Compose a piece to be played on recorder. -Improvise using the pentatonic scale. -Play a song with 2 parts.	- To revise how to place the fingers to make the note B, A. and G. - To play a simple tune using the notes B, A and G. - To know how to place the fingers to make the note C. - To know how to place the fingers to make the note D. - To revise how to place the fingers to make the note B, A, G, C, D. -To understand how to play a simple song on the recorder. -To explore different techniques using the recorder. -To understand the pentatonic scale. -To analyse and review a song that has 2 parts. -To plan a song that has 2 parts.	

					-To play a song that has two parts.	
	Key Vocabulary	Round, octave, pentatonic scale, melody, intervals, semibreve, quaver.		Deeper Learning	To improvise using simple musical notations for B, A, G, C and D with increasing confidence.	
Design Technology (Woodwork-Picture Frame)	DT-Maple- Select and choose from a range of cutting and measuring tools and choose appropriate materials, considering their properties.	-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). -Know that soft woods are good for small projects including pine, cedar and fir. -Know the tools and materials needed for woodwork including clamps, saws, sandpaper, vice, wood glue. -Know safety tools including safety glasses	-Use the internet to research existing picture frames. -Use sketching techniques to sketch my design. -Select the correct tool for the purpose. -Measure and cut accurately. -To use diagonals to reinforce square frameworks by using triangulation.	-To research, investigate and form opinions of existing products. -To design and create an annotated sketch of my design. Year 5 -To select from and use a range of cutting and measuring tools. -To choose appropriate materials, considering their properties. Year 6 -To be able to cut and sand wood safely, choosing appropriate tools. -To be able to create and reinforce a wooden structure for a given purpose. -To evaluate my product.	KS3-Use specialist tools, techniques, processes, equipment and machinery.	
	Key Vocabulary	Cutting, measuring, properties, safety, reinforce, frame structure, stability, join		Deeper Learning	To add a design on to my frame.	
PSHE						

(Economic Wellbeing)	Ash 3 / 4 Cycle B Summer 1 Economic Wellbeing	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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
	Key Vocabulary	-discrimination –expenditure –gambling –giving back –growth mindset –income –interest –PIN – qualities responsibility –repayment -skill	Deeper Learning	To explore the different options available to get into their chosen career.	
French (Subjects and Places at school)	<u>Ash</u> (Cycle B) Classroom Objects <u>Maple</u> (Cycle B) Classroom Commands	<ul style="list-style-type: none"> - 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. -Know the French vocabulary to discuss opinions with accuracy and fluency. 	<ul style="list-style-type: none"> -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. - Hold a simple conversation by asking and answering questions about subjects at school. -Explore French dictionary to develop the ability to understand new words. 	<ul style="list-style-type: none"> - 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. -To hold a simple conversation by asking and answering questions about subjects in school. -To identify new French vocabulary in the French dictionary to build phrases and vocabulary banks. 	Y6 To take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency. KS3 French NC

			<ul style="list-style-type: none"> - Develop more accurate pronunciation when reading aloud. - Understand how to write a sentence in the present tense using more than one verb. - Take part in a brief conversation with increasing fluency. 	<ul style="list-style-type: none"> -To understand the main points and some detail from a spoken passage on subjects in school. - To be able to say and write a sentence in the present tense using more than one verb. -To use accurate pronunciation to discuss my favourite subject with opinions. -To perform a short interview to an audience on subjects they enjoy with opinions. 	
	Key Vocabulary	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	Deeper Learning	To use accurate pronunciation and fluency in brief conversations about their favourite subject in school.	
Physical Education	Outdoor Adventurous Activities (O.A.A.)				
	Y4 To be able to take a role in a team to complete a challenge.	<ul style="list-style-type: none"> -Know how to manage roles to create a successful team. -Know how to communicate with others to share your ideas. - Know the meaning of the terms solution, co-operation, challenge. -Know how to deliver concise instructions. -Know your own strengths and how they help others. 	<ul style="list-style-type: none"> -To use co-operation skills to work as part of a team. -To try a variety of ideas to find a solution. -To use instructions to guide others. -To use time and positional language to form instructions. 	<ul style="list-style-type: none"> -To be able to work as part of a team. -To be able to verbalise concise instructions. -To be able to take a role in a team to complete a challenge. -To be able to adapt ideas through trying them out. 	KS3
	Key Vocabulary		Deeper Learning		
	Striking and Fielding: Rounders				
Y4 To be able to bowl underarm with accuracy.	<ul style="list-style-type: none"> -Know the role of a bowler. -Know how to position your body when bowling. -Know the positions of batters and fielders. 	<ul style="list-style-type: none"> -To use underarm and overarm throws for purpose in a game. -To use overarm and underarm bowl techniques for accuracy and distance. -To use tactics in play. 	<ul style="list-style-type: none"> -To demonstrate bowling underarm with accuracy. -To be able to catch a ball when fielding. -To be able to strike a ball with a bat. -To be able to throw overarm when fielding. 	KS3	

		<ul style="list-style-type: none"> -Know which throwing technique to use for distance and accuracy. -Know how to identify positions of the field to bat a ball to achieve a rounder. -Know the rules of a rounders game. -Know how to improve chances of achieving a full rounder. 		<ul style="list-style-type: none"> -To be able to demonstrate bowling overarm. -To explain where to strike a ball in a game. -To be able to bowl underarm with accuracy. -To be able to explain tactics to use within a game (rounders). 	
	Key Vocabulary	bowler, fielder, bat, body position, overarm, underarm, accuracy, rounder	Deeper Learning	Use accuracy to aim a strike into a space.	
	How do people decide what to believe?				
Religious Education (Christianity: Church)	Ash- Cycle B Christianity (Church) What does 'love your neighbour' really mean?	<ul style="list-style-type: none"> -To know authority is defined as 'the power or right to give orders, make decisions, and <u>enforce obedience</u>' -To know that Trinity, in Christian doctrine, the unity of Father, Son, and Holy Spirit as three persons in one Godhead. -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. 	<ul style="list-style-type: none"> -To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values. -To be able to raise meaningful questions about things that puzzle them. -To give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life 	<ul style="list-style-type: none"> -To consider what we mean by sources of authority and be able to discuss different responses to sources of authority. -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 -To identify the beliefs contained within the Apostle's Creed. -To explain why the Christian community (The Church) might want/need an agreed statement of belief. -To explain how symbols might unite the worldwide Christian Church -To describe the role of places like Taizé where Christians from different backgrounds might come together to worship. 	Further religious studies in KS3
	Key Vocabulary	Christians, authority, Trinity, Holy Spirit, Apostle's Creed, symbols.	Deeper Learning	To write our own 'creed' containing our personal beliefs and values.	