






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Summer 2		Key Text: The 1000-Year-Old Boy by Ross Welford	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
Novel as a Theme: The 1000-Year-Old Boy					
English	<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>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. 	<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"> - Explore, collect and use subjunctive forms for formal speech and writing. - Proofread, edit and improve writing. - Write a narrative. 	<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. 	
	Key Vocabulary	- Text level vocabulary identified by the teacher on a lesson-by-lesson basis.		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.
Narrative: The Arrival by Shanu Tan					
<ul style="list-style-type: none"> - Detective / Crime fiction (Yr5/6 Spring 2 Cycle A) - Stories from other cultures (Yr4/5 Summer 1 Cycle A) 	Reading <ul style="list-style-type: none"> - Use knowledge of root words to understand meanings of words. - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change. - Read and understand meaning of words on Y5/6 word list. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Understand underlying themes, causes and consequences within whole texts. Writing <ul style="list-style-type: none"> - Know a metaphor is comparison which is not literally true. 	Reading <ul style="list-style-type: none"> - Make inferences on characters based on their thoughts and actions. Writing <ul style="list-style-type: none"> - Know the correct punctuation rules for using colons in a list. - Write sentences using personification effectively. - Write sentences including pathetic fallacy. - Include an oxymoron in writing. 	Reading <ul style="list-style-type: none"> - To analyse visual metaphors in stories. - To explore the meaning behind a big embrace. - Recognise themes within and across texts e.g. hope, peace, fortune, survival. - Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Listen to, read and discuss an increasingly wide range of fiction Writing		<ul style="list-style-type: none"> - Further narrative studies at KS3 and beyond.

		<ul style="list-style-type: none"> - Know a colon can be used to introduce items in a list. - Know personification is a way of describing objects as if they are people. - Know that pathetic fallacy is giving human emotions to non-human things. - Know an oxymoron is a phrase made of two or more words that actually have opposite meanings. <p>Spelling</p> <ul style="list-style-type: none"> - Know a hyphen can be used to join a prefix to a root word. - Know some letters which are no longer sounded used to be sounded hundreds of years ago. 		<ul style="list-style-type: none"> - To write effective sentences for a journey story including:- <ul style="list-style-type: none"> • A metaphor sentence • Colons to introduce a list • Personification sentence • Precise verbs and sights • Inner thought / questions • Pathetic fallacy • Power of three alliterative feeling sentence • Oxymoron - To write a short narrative blending description, action and dialogue. <p>Spelling</p> <ul style="list-style-type: none"> - Spell words which require use of a hyphen. - Spell words with silent letters. - Spell words containing the letter string –ough. - Spell words ending in –cious -tious 		
	Key Vocabulary	Oxymoron, pathetic fallacy, metaphor, personification, colon, alliteration.	Deeper Learning	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Distinguish between the language of speech and writing. - Draw on what they've read to improve own writing. 		
Maths	<ul style="list-style-type: none"> - Themed projects - Consolidation - Problem solving 		Select the files to the right for more detailed guidance.	 White Rose Bakery.pdf	 White Rose Tours.pdf	 White Rose Bakery.pdf
Science	Are all life cycles the same and how do plants reproduce?					

(Plants)	Yr4- living things and their habitats.	<ul style="list-style-type: none"> -to know that a life cycle is the different stages that a plant, animal or human goes through during its life. - to know the different stages of a life cycle include germination or birth, development, reproduction, ageing and death. -to know that there are different species groups on our planet and each one goes through a life cycle. - to know that plants, mammals, amphibians, birds, fish, reptiles, invertebrates, fungi are different species groups. -to know that an invertebrate is an animal without a backbone. - to know two differences/similarities between the life cycle of a plant and the life cycle of an amphibians. - to know that flowers are male and female. - to know that pollen is transferred from the stamen to another flower. - to know that when pollen lands on a new flower it travels to the carpel of the new flower. -to know that seeds are scattered by animal or wind dispersal. - to know that when dispersed seeds reach the ground, they germinate and a new plant grows. 	<ul style="list-style-type: none"> -To define a lifecycle -To compare the life cycles of different species groups -to name different species groups. -to explore and research the life cycles of mammals and reptiles. - to compare the life cycles of mammals and reptiles. - to explore and research the life cycles of amphibians and plants. - to compare the life cycles of amphibians and plants. - to create a table to compare the life cycles of different species groups. - to draw and label diagram of a plant to identify the reproductive parts. - to research different plants from around the world. - to observe and identify local plants. -to compare the life cycle of two plants. 	<ul style="list-style-type: none"> -To describe the life cycle of different living things, e.g., mammal, amphibian, insect bird. - To describe the differences between different life cycles. - To describe the process of reproduction in plants. - To compare the life cycles of local plants with those around the world (rainforest) - 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
	Key Vocabulary	mammal - reproduction - insect - amphibian - bird - offspring	Deeper Learning	To conduct research to find some members of each species group that does not follow the same life cycle e.g. platypus, marsupials.	
Geography	Why do the physical and human features differ in Brazil and the U.K?				
	What are the similarities	-To know there are 12 countries in South America.	-To name and locate countries within South	-To name and locate countries within South	KS3

	and differences between London and Paris? Maple	-To know there are five standard time zones in South America. -To know there are four main climatic regions in South America (tropical, temperate, arid and cold). -To know an ecosystem is a geographic area made up of living and non living things. -To know Brazil is made up of six ecosystems (Pantanal wetlands, tropical rainforest, Atlantic forest, the cerrado, caatinga, pampas)	America using a range of maps. -To identify the different time zones in South America and where they change on the map. -To investigate key physical and human characteristics of Brazil and how these have changed over time. -To research and investigate the weather and climate in Brazil using links to its location on the map. -To identify features of the six ecosystems. -To make comparisons between Brazil and UK (physical features, human features, population, etc)	America on a variety of maps. -To identify the position of different time zones in South America and where they change on a map. -To identify key physical and human characteristics of Brazil and how these have changed over time. -To investigate the weather and climate in Brazil making links to its location on the map. -To explore Brazil's ecosystem. -To make comparisons between Brazil and UK (physical features, human features, population etc)	Study within a region of Africa and Asia.
	Key Vocabulary	Climate regions, tropical, temperate, arid, cold, time zones, ecosystem, Pantanal wetlands, tropical rainforest, Atlantic forest, the cerrado, caatinga, pampa	Deeper Learning		
How can I present information in an informative and engaging way?					
Computing (Multimedia)	- Combine images, text and graphs to present information (Yr4). - Create stop-motion animation with sound (Yr4).	- Know what an effective presentation looks, sounds and feels like. - Know how to input multimedia files into a PowerPoint presentation. - Know that colour and font can be used to create a particular mood or 'feel.'	- Add audio, data, text and images to a presentation. - Edit text, photos and sound. - Suggest improvements to a presentation. - Make appropriate content choices to convey messages.	- To know how to input audio, data, text, images and graphs within a presentation. - To understand what changes can be made to improve the final outcome. - To use text, photo, sound and video editing tools to refine my work. (e.g. PowerPoint, iMovie and Green Screen).	- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability (KS3).

	- Download and save audio files (Yr4)			<ul style="list-style-type: none"> - To use my knowledge to create content using new programs. - To select, use and combine tools to create an effective outcome. - To evaluate my own and others' work and make appropriate improvements. - To know how to effectively create presentations using a range of media. - To combine editing tools to achieve a specific outcome for an audience (e.g. iMovie, PowerPoint, Pic Collage). - To confidently identify the uses of new programs to achieve a particular outcome. - To combine a range of media and tools and recognise the contribution of each one. 	
	Key Vocabulary	Media, text, audio, input, graphs, text, audience,	Deeper Learning	Children use a constant font style and tone throughout their presentation.	
Art-Painting/Printing (Water Lillies)	Maple Class-Spring 1-Painting	<ul style="list-style-type: none"> -Know that Oscar-Claude Monet was a French painter and found of impressionist painting. -Know that impressionist artists were not trying to paint a reflection of real life but an 'impression' of what the person, light, atmosphere, object or landscape looked like to them. 	<ul style="list-style-type: none"> -Express and justify opinions of Monet's work. -Use observation pieces such as flowers to create artwork. -To experiment with different colours to create atmosphere and light effects. -To create artwork by listening to music and poetry. 	<ul style="list-style-type: none"> -To undertake research on Monet. -To express opinions about Monet's work. -To create artwork using a variety of sources including observation pieces and themes. 	KS3-Understand how to use tone and texture to achieve depth and realism.

		-Know that warm colours can be used for highlights and cool colours for shadows.	-Create a final piece using techniques over the half term.	-To mix and match colours to create atmosphere and light effects. -To identify and work with complementary and contrasting colours. -To experience combining prints taken from different objects to produce an end piece. -To create artwork using a variety of sources including poetry and music. -To create a final piece which uses complementary colours.	
	Key Vocabulary	Atmosphere, contrasting, complementary		Deeper Learning	To use sketching, colour wash and colour mixing to create moods and effects.
	Year 5				
PSHE (Safety and the Changing Body)		<ul style="list-style-type: none"> - Know the steps to take before sending a message online (using the THINK mnemonic). - Know some of the possible risks online. - Know some strategies I can use to overcome pressure from others and make my own decisions. - Understand the process of the menstrual cycle. - Know the names of the external sexual parts of the body and the internal reproductive organs. - Know that puberty happens at different ages for different people. - Know how to assess a casualty's condition. 	<ul style="list-style-type: none"> - Develop an understanding of how to ensure relationships online are safe. - Learn to make 'for' and 'against' arguments to help with decision making. - Learn about the emotional changes during puberty. - Identify reliable sources of help with puberty. - Learn about how to help someone who is bleeding. 	<ul style="list-style-type: none"> - To understand what is safe to share online and what to do before sending a message. - To identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. - To accurately name all the relevant parts of the body. - To understand the changes their own gender will go through during puberty. - To list the range of changes they will go through during puberty. - To assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. 	

				- To understand that other people can influence our decisions but we have the right to make our own choices.	
	Key Vocabulary	Attraction, Bladder, Breasts, Cervix, Clitoris, Decision, Egg or ova, Ejaculation, Erection, Fallopian tube, Friend, Influence, Labia, Menstruation/period, Nipples, Ovary/ovaries, Private, Puberty, Pubic hair, Scrotum, Testicles/testes, Vagina, Vulva	Deeper Learning	Children have a secure understanding of the bodily changes that their own gender will go through and can explain the physical and emotional changes clearly.	
Year 6					
		<ul style="list-style-type: none"> - Understand that online relationships should be treated in the same way as face to face relationships. - Know where to get help with online problems. - Understand the risks associated with drinking alcohol. - Understand how a baby is conceived and develops. - Know how to conduct a primary survey (using DRSABC). 	<ul style="list-style-type: none"> - Develop an understanding about the reliability of online information. - Explore online relationships including dealing with problems. - Discuss the reasons why adults may or may not drink alcohol. - Discuss problems which might be encountered during puberty and using knowledge to help. - Learn how to help someone who is choking. - Place an unresponsive patient into the recovery position. 	<ul style="list-style-type: none"> - To understand some of the reasons adults decide to drink or not drink alcohol. - To understand some ways to check that a news story is real. - To understand how they should behave online and the impact negativity can have. - To understand of changes that take place during puberty. - To understand the menstrual cycle and that a male and a female are needed to conceive a baby. - To understand that a baby changes in the womb and some of the baby's requirements during the first months of life. - To recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. - To conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given. 	<ul style="list-style-type: none"> - Further RSE study at KS3 and beyond.

	Key Vocabulary	Alcohol, Bladder, Breasts, Cervix, Clitoris, Conception, Cyberbullying, Egg or ova, Ejaculation, Erection, Fallopian tube, Fertilisation, Genitals, Internet trolling, Labia, Menstruation/period, Nipples, Ovary/ovaries, Penis, Pregnant, Puberty, Pubic hair, Scrotum, Sexual intercourse, Sperm, Sperm duct, Testicles/testes, Urethra	Deeper Learning	Children use the correct anatomical / scientific terms for body parts and the changes that occur during puberty and conception.	
Physical Education (Athletics and Dance)	Athletics				
	- Athletics (Yr4) - Athletics (Yr3)	- Know a pull throw is typically used to throw a javelin. - Know a push throw is typically used to throw a shot-putt. - Know a sling throw is typically used to throw a discus. - Know a heave throw is typically used to throw objects overhead from between the legs. - Know how to use body parts effectively when running for speed.	- Perform various types of throw, refining and improving technique to achieve better results. - Combine jumps to jump for distance. - Identify ways of improving own and others' performance. - Adapt technique when running for difference purposes (speed / distance).	- To perform running techniques for short and long distances. - To perform a pull and push throw. - To take off and land one foot to one foot (same and other). - To develop running for a distance. - To develop running for speed. - To take off and land using a combination of jumps. - To perform a sling throw. - To develop running techniques at different speeds. - To take off and land using a hop, step and jump. - To perform a heave throw. - To take off part in an athletics event and recording times and distances.	- Develop technique and improve their performance in competitive sports, including athletics (KS3).
	Key Vocabulary	Sling throw, pull throw, push throw, heave throw, technique.	Deeper Learning	Children demonstrate ability to combine skills effectively to achieve maximum performance.	
Striking and Fielding - Cricket					

	<p>Year 4 To bowl underarm. To apply tactics in a modified game.</p>	<ul style="list-style-type: none"> -Know the role of a bowler. -Know different bowl techniques (overarm and underarm). -Know what a tee is and it's purpose in cricket. -Know what tactics are and how to apply them. 	<ul style="list-style-type: none"> -Use underarm throws for purpose. -Use a two-handed hold to strike a ball with a cricket bat. -Use tactics to gain advantage in a game. 	<ul style="list-style-type: none"> -To demonstrate bowling underarm with accuracy. -To catch a ball when fielding. -To strike a ball with accuracy off a tee. -To bowl overarm with accuracy. -To be able to apply tactics to a game. 	<p>Year 6 (Cycle B)</p> <p>KS3</p> <ul style="list-style-type: none"> - Develop technique and improve their performance in competitive sport.
	<p>Key Vocabulary</p>	<p>Bowler, batter, fielder/fielding, tee, bat, accuracy, overarm, underarm, tactic.</p>		<p>Deeper Learning</p>	<p>Children use accuracy in striking to place the ball in an open space.</p>
<p>Religious Education (Judaism)</p>	<p>Do people need laws to guide them?</p>				
		<ul style="list-style-type: none"> -To know the Torah is a holy book. -To know the Torah is made up of the first five books of the Christian Bible. -To know the Torah contains Jewish history and rules for Jews to follow. -To know the rules for taking care of the Torah is. <ul style="list-style-type: none"> - Having a special place to store the Torah. - People must always be fully dressed and respectfully behaved while in the room where the Torah is being stored. - One may not sit or stand on a chair, table or bed which the Torah is lying upon. - The Torah should always be held upright, resting against the right shoulder. - When the Torah is being carried from one place to another, 	<ul style="list-style-type: none"> -To share ideas about needing guidance when learning new skills. -To share ideas about books that may have given us guidance. -To reflect on something that is theirs that they wouldn't want anyone to touch. Why? How can they ensure their wish is followed, eg labels, storage, verbal instructions? -To develop some rules they feel are important for people to follow. Explain the reasons for their choices to a partner. 	<ul style="list-style-type: none"> -To discuss why and when we need guidance. -To discuss why we need rules at school. To discuss what would happen if we didn't have rules at school. -To collate information about how and why the Torah is special. -To retell the story of Adam and Eve from the Torah. -To know about the festival of Simchat Torah. 	

		<p>those nearby must rise and remain standing until the Torah reaches its destination or is out of sight.</p> <ul style="list-style-type: none"> - When the Torah is being transported, ideally it should be held by a person, instead of being placed on a car seat or in the trunk. - A Torah scroll may never be placed on the ground. - No other item should be placed on top of a Torah. - A Torah should always be placed upright; never upside down or on its face <p>-To know the festival of Simchat Torah is a celebration of receiving the Torah.</p>				
	Key Vocabulary	Judaism, Torah, guidance, rules, festival, holy	Deeper Learning	To compare the Torah to other holy books. To discuss similarities and differences of the Torah and Bible.		
French (Weather and Seasons)	<p>Year 4 To write simple, familiar phrases within a sentence writing frame.</p> <p>Year 5 To be able to write two or three short sentences about a familiar topic.</p>	<p>-Know the vocabulary the different types of weather and seasons in French.</p> <p>- Know how to describe the weather verbally.</p> <p>-Know how to identify key vocabulary from a spoken passage about a weather report.</p> <p>-Know how to hold a conversation using familiar phrases and questions.</p> <p>-Know how to apply vocabulary to sentences to describe the weather.</p> <p>-Know how to describe preferences for seasons in a conversation.</p> <p>-Know how to present to an audience French vocabulary with accurate pronunciation.</p>	<p>- Understand the main points from a spoken passage with repetition, e.g. a weather report.</p> <p>-Listen to poems and stories about weather/seasons in French.</p> <p>-Hold a simple conversation by asking and answering questions.</p> <p>- Develop pronunciation using familiar words and phrases about what season it is/ what the weather is like.</p> <p>- Take part in a short pre-prepared task, e.g. weather forecast.</p>	<p>-To describe different types of weather in French.</p> <p>-To learn the seasons in French.</p> <p>-To be able to describe the weather using French phrases at different times of the year.</p> <p>-To hold a short conversation with a partner about their favourite season.</p> <p>-To be able to write two or three short sentences for a weather forecast.</p> <p>-To be able to take part in a small weather forecast.</p> <p>-To be able to plan and write a presentation for a weather forecast.</p>	<p>Year 6 To be able to write a short paragraph about a familiar topic.</p> <p>KS3 French NC</p>	

			-To take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency.	-To take part and present a brief presentation about the weather, including giving an opinion, with increasing fluency.	
	Key Vocabulary	la météo, il fait, chau, beau, froid, du soleil, du vent, des nuages, il neige, il pleut, le printemps, l'été, l'automne, l'hiver, Quel temps fait-il?, Il fait... - il ya...	Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask, answer and write questions with increasing confidence.	

Year 5

Year 6