





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class)					
TERM: Autumn 2		Key Text:		Boy in the Tower	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Great Chocoplot by Chris Callaghan					
English	<p>The Secret of Black Rock (Adventure) Ash</p>	<p>Reading</p> <ul style="list-style-type: none"> -To know strategies to help work out the meaning of new vocabulary. -To know inference involves reading between the lines. <p>Writing</p> <ul style="list-style-type: none"> -To know a fronted adverbial is a phrase which begins a sentence and indicates when, where or how. -To know an expanded noun phrase is made up of adjectives to describe a noun. -To know inverted commas are used to indicate spoken words. <p>Spelling</p> <ul style="list-style-type: none"> -Know a range of words with irregular spelling patterns. -Know a range of words ending with varying suffixes, including 'ation', 'ly' and 'lly'. 	<p>Reading</p> <ul style="list-style-type: none"> -To make predictions based on what is stated in the text and implied. -To scan for key words searching for dates, numbers and names. -To text mark to locate key information. <p>Writing</p> <ul style="list-style-type: none"> -To collect a bank of fronted adverbials, including grouping them into when, where and how. -To create a range of expanded noun phrases. -To show a character is speaking using inverted commas and other punctuation. -To use apostrophes to show plural possession correctly in a sentence. <p>Spelling</p> <ul style="list-style-type: none"> -To spell a range of words with irregular spelling patterns. 	<p>Reading</p> <ul style="list-style-type: none"> -To infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. -To predict what might happen based on what is stated and implied. -To explain the meaning of key vocabulary within the context of the text. -To scan for key words and text mark to locate key information. <p>Writing</p> <ul style="list-style-type: none"> -To use expanded noun phrases. -To use fronted adverbials. -To use inverted commas and other punctuation to indicate direct speech. -To place commas after fronted adverbials. 	<p>The Graveyard Book (Mystery) Elder</p>

		-Know a range of words ending with varying suffixes, including 'ant', 'ance', 'ence', 'ancy', 'ency', 'able' and 'ible'.	-To spell a range of words ending with varying suffixes, including 'ation', 'ly' and 'lly'. -To spell a range of words ending with varying suffixes, including 'ant', 'ance', 'ence', 'ancy', 'ency', 'able' and 'ible'.	-To use apostrophes to mark plural possession. Spelling -To spell words with irregular spelling patterns. -To spell words with the suffix '-ation'. -To spell words with the suffix '-ly' and '-lly'. -To spell words where 'ch' makes a 'sh' sound. -To spell words with irregular spelling patterns. -To spell words with the suffix '-ant'. -To spell words with the suffix '-ance' and '-ancy'. -To spell words with the suffix '-ence' and '-ency'. -To spell words with the suffix '-able' and '-ible'.	
	Key Vocabulary	-fronted adverbial –noun phrase –inverted comma – direct speech –apostrophe – plural –possession –adjective	Enrichment opportunities	To develop a crime scene linked to their chocolate mystery.	
Hammer the Grammar					
	-Adjectives	-To know expanded noun phrases include a range of adjectives to describe the given noun. -To know degrees of possibility and modal verbs indicate the likelihood of something happening.	-To create a variety of expanded noun phrases to develop the description of a noun. -To use adverbs and modal verbs to indicate degrees of possibility.	-To use expanded noun phrases with precise nouns. -To indicate degrees of possibility using adverbs and modal verbs.	-Adverb starters
	Key Vocabulary	-expanded noun phrase –precise noun –possibility –degrees –modal verb -adverbs			

Author's Adventures: Persuasion					
	Persuasive texts- Elm	-To know that a persuasive text includes rhetorical questions, emotive language, facts and statistics, repetition, modal verbs and opinion as fact. -To know cohesion is how paragraphs link together.	-To use persuasive techniques in our own writing. -To develop cohesion across our paragraphs. -To use noun phrases to persuade the audience.	-To identify the features of a persuasive text. -To identify persuasive techniques. -To identify cohesion between paragraphs.	Greta by Greta Thunberg Speech Elder
	Key Vocabulary	-persuasive –rhetorical question – emotive language –statistics – repetition –modal verbs –opinion –fact -techniques	Enrichment opportunities	-To create a video with their voice over alongside an advert.	
Maths	- Multiplication and Division - Length, Perimeter and Area		Select the files to the right for more detailed guidance.	 Year-4-and-5-Mixed-Age-Autumn-Block-3-l	 Year-4-and-5-Mixed-Age-Autumn-Block-4-l
Why do environments change and what is the impact on living things?					
Science (Living things and their habitats)	Year 2- living things and their habitats.	-to know that all living are made up of cells, produce movement, get and use energy from a source, grow and develop and reproduce. -to know that living things can be grouped in different ways according to their features. -to know classification keys can be used to identify and name living things. -to know that living things live in a habitat which provides an environment to which they are suited. -to know that these environments may change naturally e.g. through flooding, fire, earthquakes etc. -to know that humans can also cause the environment to change in both a good and bad way e.g. nature reserves, littering etc.	-to identify, describe and classify animals. -identify a variety of habitats in our local area. -to correctly use classification keys -to use a classification key to sort and group animals - to research and explore how humans' impact on animal habitats and the environment. -to research and create a fact file on Carl Linnaeus	-To group living things in different ways. - To use classification keys to group, identify and name living things. - To create classification keys to group, identify and name living things (for others to use). - To describe how changes to an environment could endanger living things. - To explore the work of pioneers in classification (e.g., Carl Linnaeus).	Elder- living things and their habitats

	Key Vocabulary	- vertebrates - fish - amphibians - reptiles - birds - mammals - invertebrates - snails - slugs - worms - spiders - insects - environment - habitats	Enrichment opportunities	Create a video or presentation in teams to inform on environmental change and the impact on living things. What can humans do better?	
Geography	How are coasts and rivers a key part of our world?				
	Why are oceans and seas important to us? Elm	-To know the names of famous rivers (Nile, Amazon, Missouri, Ganges, Colorado, Thames and Ribble) -To explain why rivers are used. -To understand what a coast is.	-To use world maps, atlases and globes to locate the famous rivers on a map. -To label parts of a river. -To name the key features of a river system. -To explore the impact of flooding, damming and diverting rivers. -To name the key features of a coastline. -To begin to understand why coastlines are so varied.	-To locate and name famous rivers. -To label parts of a river. -To name the key features of a river system. -To explain what rivers are used for. -To explore the impact of flooding, damming and diverting. -To name the key features of a coastline. -To begin to understand why coastlines are so varied.	How is our world changing? Elder
	Key Vocabulary	Rivers, coastline, mouth, estuary, meander, tributary, coastline, cliff, dune, beach.	Enrichment opportunities	To design a model of the river system or a coastline	
Art and Design (Printing)	Year 3- explore images through mono-printing.	- Know the difference between environmental and manmade patterns, for example, environmental may be animal skin whereas manmade could be brick. - Know the strengths and weaknesses of different materials. - Know the purposes of printing including fabrics, book covers and wallpaper.	- Use technology to research a range of environmental and manmade patterns and express their opinions. Environmental patterns may include animal prints, fruit or the bark of tree, whereas manmade patterns could be bricks or stone. - Use man made and environmental patterns to recreate their own with alternative materials. - Design and create own pictorial and patterned prints.	- To interpret and investigate environmental and manmade patterns and forms. - To explore images and recreate texture through selection of materials (wallpaper, string polystyrene). - To experience producing pictorial and patterned prints. - To experience combining prints taken from different	Year 6- use relief or impressed method.

			<ul style="list-style-type: none"> - Combine prints from different objects. - Design own print for a purpose. - Create own print for a purpose. 	<ul style="list-style-type: none"> objects to produce an end piece. - To design prints for fabrics, book covers and wallpaper. 	
	Key Vocabulary	Environmental, manmade, fabric, pattern	Enrichment opportunities	Create a showcase for display.	
Music (Recorder)	Recorder Stage 1 (Y3)	<ul style="list-style-type: none"> - A musical staff is the foundation that the notes are drawn on. - Know musical symbols for a minim and crotchet. - A crotchet is a musical note with the time value of one beat. - How to play the notes B, A and G. - Know how to play the notes C and D. - How to play a simple tune on the recorder. 	<ul style="list-style-type: none"> - Compose music using the beats of a minim and crotchet. - Play simple tunes with notes of long and short duration. - Play tunes using notes B, A and G. - Perform with awareness of what others in the group are playing. - Play tunes using notes C and D. - Compose using notations of a semibreve and quaver. 	<ul style="list-style-type: none"> - To know how to place the fingers to make the note B and A. - To play a simple tune using the notes B and A by changing the fingering. - To know how to place the fingers to make the note G. - To play a simple tune using the notes B, A and G. - To play simple tunes with notes of long and short duration. - To understand what a quaver and semibreve notation is. - To revise how to place the fingers and blow correctly to make the note B, A. and G - To play a simple tune using the notes B, A and G by changing the fingering. - To know how to place the fingers and blow correctly to make the note C. 	<ul style="list-style-type: none"> - Recorder Stage 2 (Yr5) - Recorder Karate (Y6)

				- To know how to place the fingers and blow correctly to make the note D.	
	Key Vocabulary	Recorder, pitch, notation, note, crotchet, semibreve, quaver, and staff	Enrichment opportunities	To play a simple song with B, A, G, C and D to play with increasing confidence to an assembly.	
How can I build positive relationships with those around me?					
PSHE (Family and Relationships)	Elm Cycle A Family and Relationships	<ul style="list-style-type: none"> - Bullying is intentional behaviour that hurts someone else. - A stereotype is an idea or belief many people have about a thing or group that is based upon how they look on the outside. - Courtesy is good manners or politeness as well as responding with kindness and gentleness. - Problems in friendships can often be resolved through effective communication, compassion and empathy. - Families are often made up of different people and everyone's families can look different. 	<ul style="list-style-type: none"> - Identify problems that might arise in a friendship. - Identify possible resolutions to friendship problems. - Explain the impact of bullying on others. - Explore where help is available from when dealing with problems within a family. - Describe how stereotypes affect people. - Explore how my behaviour impacts others. - Identify how to show manners and courtesy to others. - Explore the differences between people, and between people's families. 	<ul style="list-style-type: none"> - To understand that friendships have ups and downs and that problems can be resolved (Y3). - To begin to understand the impact of bullying (Y4). - To understand that families love and support each other but sometimes problems can occur and help is available if needed. - To recognise that stereotypes are present in everyday life. - To recognise that stereotypes exist based on a number of factors. - To understand that my behaviour can have an impact on others. - To listen and communicate effectively. - To develop understanding of courtesy and manners in a range of situations. - To begin to understand the differences between people and why it is important to respect these differences (Y3). 	Y5/6 Cycle A Family and Relationships

				-To begin to understand that families are very varied, in this country and across the world (Y4).	
	Key Vocabulary	-friendship – resolution –stereotype –bullying – communication – manners – courtesy		Enrichment opportunities	Create anti-bullying posters to be displayed in school.
	Gymnastics				
Physical Education	-To be able to show balances with stillness on 1,2,3,4 points of the body. -To be able to combine actions of travelling and balance. -To be able to use different travelling and balancing actions using apparatus.	- Know different forms of travelling. - Know that we can balance using different points of the body. - Know that balance requires stillness. - Know a variety of rolls. - Know how to jump and land safely. - Know what a sequence is and how to create one. - Know how different body parts can support travelling. - Know how to manipulate your body to create shapes. - Know how to perform jumps, balances and travelling actions and their impact on routines.	- Use hand and feet to travel. - Use front and back positions to perform balances. - Use flexibility to perform dish and arch shapes. - Use a variety of balances and travelling skills to plan and perform sequences.	- To show travelling actions on feet and hands. - To be able to balance in front and back positions. - To demonstrate a dish and arch shape. - To combine travelling, jumping and balancing. - To demonstrate basic rolling actions. - To plan and perform sequences.	
	Key Vocabulary	Travel, balance, arch, dish, stillness, roll, jump, sequence, transition.		Enrichment Opportunities	Select balances, transitions and body shapes for purpose and impact, creating mood.
	How and why might Christians use the bible?				
Religious Education (Christianity: God)	Ash- Christianity (God) How (and why) have some people served God? Maple- Christianity (God)	- To know a source of authority is a person or text that has the power and influence to provide guidance and establish norms. - To know the Bible was compiled over a long period of time and is really a collection of books, written by different authors at different times. - To know that the Bible contains many types of writing. ▪ Genesis 1:1–4 (narrative)	- To discuss how people of authority may influence how we live our lives. - To share people who have authority at school, at home and in the community. - To describe the different sources of authority that humans might look to when making decisions about how to live their lives	- To discuss what is meant by a source of authority. To know what authority we follow and why. - To discuss why people might have different views about what is right and wrong – and where these views might come from. - To explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible.	Maple/ Ash- Christianity (Jesus) Is sacrifice an important part of religious life?

	<p>Why is it sometimes difficult to do the right thing?</p>	<ul style="list-style-type: none"> ▪ Psalm 23:1–2 (poetry), examples of Proverbs (wisdom) ▪ The crucifixion of Jesus – Luke 23 (history), ▪ The Parable of the lost sheep – Luke 15 (parable), ▪ A New Testament letter such as 1 Corinthians 1:1–3 (letter) ▪ Amos – a prophecy (prophecy) <p>- To know there are different types of bibles such as; a children’s Bible, a comic-book Bible, a Gideon’s Bible, an adult Bible.</p>	<p>- To discuss ideas about who or what we should obey.</p> <p>- To share ideas about if it matters if they are a moral person.</p>	<p>- To explore different Christian beliefs about the Bible as the word of God.</p> <p>- To describe why some Christians might view the Bible as an important source of authority and moral guidance.</p> <p>- To explain why Christians might have different views about how to interpret and apply the Bible</p> <p>- To explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</p>	
	<p>Key Vocabulary</p>	<p>Christians, influence, authority, moral, Bible, guidance, God</p>	<p>Enrichment opportunities</p>	<p>- To write a letter to a source of authority. To discuss how they have influenced their lives and given them guidance on how to become a better person.</p>	
<p>French (Classroom Commands)</p>	<p>Classroom Commands</p>				
	<p><u>Maple</u> Cycle A (Y4) Classroom Commands</p>	<p>- Know how to follow a range of classroom commands in French.</p> <p>- Know how to spot spelling patterns in vocabulary to read sentences.</p> <p>- Know how to ask and answer simple questions to give a classroom command.</p> <p>- Know when a sentence is spoken in the present tense.</p> <p>- Know how to say a sentence in the present tense.</p> <p>- Know how to hold a simple conversation by asking and answering questions for classroom commands.</p>	<p>- Listen to a range of classroom commands.</p> <p>- Read and understand simple written classroom commands.</p> <p>- To spot spelling patterns in simple written phrases.</p> <p>- To ask and answer simple questions to give a classroom command.</p> <p>- Understand for the vocabulary taught with increasing accuracy.</p> <p>- To hold a simple conversation by asking and answering questions.</p> <p>- Develop pronunciation using familiar words and phrases.</p>	<p>- To listen and follow a range of classroom commands.</p> <p>- To be able to read and understand written classroom commands.</p> <p>- To spot spelling patterns in simple written phrases.</p> <p>- To identify spelling patterns in classroom commands and match them to pictures.</p> <p>- To ask and answer simple questions to complete a classroom command.</p> <p>- To understand when a sentence is spoken in the present tense.</p> <p>- To understand how to say a classroom command in present tense.</p>	<p>Y5 Hold a short conversation by asking and answering questions with increasing accuracy.</p> <p>Y6 Take part in a brief conversation about people, places, things or actions, including</p>

				-To hold a short conversation by asking and answering questions with increasing accuracy.	giving an opinion.
	Key Vocabulary	Ecoutez, répétez, asseyez-vous, levez-vous, lèvez la main, silence, ranger vos affaires, Je ne comprends pas	Enrichment opportunities	To create poster for KS2 translating classroom commands in French.	