Coupe Green Primary School

'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**
English	**How we lived in ancient times: Vikings**				
	The Secret of Black Rock (Adventure) Ash	**Reading** -To know strategies to help work out the meaning of new vocabulary. -To know inference involves reading between the lines. **Writing** -To know a paragraph is a group of sentences based upon the same theme. -To know paragraphs are changed when there is a change in time, place, topic or change of person. -To know that if a plural noun ends in s we add an apostrophe only and if the plural noun doesn't end in s we add an apostrophe followed by an s. -To know we can use a colon to introduce a list. **Spelling**	**Reading** -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. **Writing** -To place my writing into paragraphs. -To use a range of fronted adverbials to start my sentences. -To use a colon to introduce a list. -To correctly punctuate plural possessions. **Spelling** -To spell a range of words with irregular spelling patterns. -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',	**Reading** -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. **Writing** -To use paragraphs to organise ideas around a theme. -To use apostrophe's to make plural possessions. -To use fronted adverbials for when, where and how. -To use a colon for a list. **Spelling**	The Graveyard Book (Mystery) Elder

		-Know a range of words with irregular spelling patterns. -Know a range of words ending with varying suffixes, including 'ation', 'ly' and 'lly'. -Know a range of words ending with varying suffixes, including 'ant', 'ance', 'ence', 'ancy', 'ency', 'able' and 'ible'.	'ance', 'ence', 'ancy', 'ency', 'able' and 'ible'.	-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					
	-Punctuating sentences with capital letters and full stops.	-To know capital letters are used for proper nouns and descenders must be placed under the line. -To know paragraphs are changed when there is a change in time, place, topic or change of person.	-To form all upper case and lower case letters correctly and use them appropriately. -To use paragraphs to organise my writing.	-To form all upper case and lower case letters correctly and use them appropriately. -To use paragraphs effectively to organise ideas in writing.	-Paragraphs with cohesion	
	Key Vocabulary	-paragraphs –topic –time –place –ascenders -descenders				
	Author's Adventures: Short Adventure Story: Christmas					

	-Ash story openers	-To know an adventure story involves a character having to overcome problems within an unfamiliar location. -To know that suspense techniques include: short sentences, ellipses, physical reactions, show not tell.	-To use a range of suspense techniques within an adventure story. -To create sentences which combine description of a character or setting alongside action. -To create an adventure story where a character must solve dilemmas within an unfamiliar setting.	-To read a range of short adventures stories. -To identify examples of suspense. -To combine description and action within a sentence. -To write my own adventure story.	Elder- Historical setting short story
	Key Vocabulary	-adventure – suspense – dilemmas - ellipses	**Enrichment opportunities**	Share our stories with another class.	
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-I	Year-4-and-5-Mixed-Age-Autumn-Block-4-I	
Science (Electricity)	**How does electricity travel and make things work?**				
	Elm – Why are different materials used for different purposes? Ash Cycle B How does electricity help us in our everyday lives?	-To know all electrical appliances need a power source (batteries or mains). -To know an electrical circuit needs a complete path for the electrical charge to flow through. -To know the main components in a series circuit. -To know what an electrical conductor and insulator is. -To understand the impact of an open and closed switch on a circuit. -To understand there are safety precautions for working with electricity. -To explain the difference between bulb brightness and the number of bulbs in a circuit.	-To group appliances based on how they are powered. -To build a working electrical circuit. -To test circuits and explain why they do not work. -To make a buzz wire game. -To predict whether a material is an electrical conductor or insulator. -To plan and carry out a scientific investigation to test whether materials are conductors or insulators. -To plan a fair test to investigate bulb brightness. -To produce an advice sheet telling people how to be safe around electricity.	-To recognise how electrical appliances are powered. -To construct an electrical circuit. -To explain the use of switches in a circuit. -To explain the use of materials as electrical conductors or insulators. -To investigate what affects bulb brightness. -To explain how to be safe around electricity,	Elder Cycle A Why do materials change and how can we use them in different ways? Elder Cycle B How can we control electricity to make things happen?

	Key Vocabulary	Appliance, buzzer, electrical conductor, mains, property, wire, battery/cell, circuit, electrical insulator, method, power source, variable, bulb, conclusion, electricity, motor, switch.	**Enrichment opportunities**	To present their advice sheets about electrical safety to pupils from another class.	
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.	- 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.	Year 6- use relief or impressed method.

			- Design and create own pictorial and patterned prints. - Combine prints from different objects. - Design own print for a purpose. - Create own print for a purpose.	- To experience combining prints taken from different 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)	- A musical staff is the foundation that the notes are drawn on. - Know musical symbols for a minim and crochet. - 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.	- 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.	- 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	- Recorder Stage 2 (Yr5) - Recorder Karate (Y6)

				correctly to make the note C. - 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.	
PSHE (Citizenship)	**What rights and responsibilities do we have?**				
	Elm Citizenship – How do people belong to a community and earn money?	-Know that rights are basic freedoms that belong to every person in the world. -'Reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. -Reducing waste is better than reusing and reusing is better than recycling. -Different people work to protect people's rights. -Responsibilities are things people need to look after themselves, other people and places. -The local council is responsible for deciding how money is best spent in the local community.	-To explore the meaning of key human rights and the rights of the child in groups. - Identifying things that can and cannot be recycled. -Explaining how reducing, reusing and recycling resources can help the environment. -Describing the local council's role in looking after the local area. -Recognising the ways in which people's rights can support and protect them.	-To recognise that everyone has rights and responsibilities. -To recognise that children have rights and why they matter. -To understand how reducing what we use helps protect the environment. -To understand how reusing items helps protect the environment. -To recognise our responsibility to recycle at home, school and in the local area. -To recognise how local councils look after the community.	Elder Cycle A Citizenship How can we be in control of our money? Elder Cycle B Citizenship How can we protect everyone's rights?
	Key Vocabulary	Rights, responsibilities, environment, reduce, reuse, recycle, councils	**Enrichment opportunities**	Visit from a local councillor.	
Physical Education	**Gymnastics**				
	-To be able to show balances with stillness on	- Know different forms of travelling. - Know that we can balance using different points of the body.	- Use hand and feet to travel. - Use front and back positions to perform balances.	- To show travelling actions on feet and hands.	

	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 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 flexibility to perform dish and arch shapes. - Use a variety of balances and travelling skills to plan and perform sequences.	- 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.	
	Dodgeball				
	Invasion Games: Ash Class: Spring 2, Cycle A	- Grip the ball with one hand (using the pads of the fingers rather than the palm), ensuring the fingers are spread for better control. - Throwing arm should be extended fully with the wrist following through in the direction of the throw. - Elbow should be slightly bent to provide power and control. - Differences in throwing at a moving vs. stationary target.	- One-handed passing involves refined hand-eye coordination and fine motor skills. - The importance of follow-through for control and precision.	- To demonstrate throwing a ball at a target using a one handed pass. - - To demonstrate throwing a ball at a target using a one handed pass with accuracy in a game situation.	Invasion Games: Elder, Autumn 2, Cycle A
	Key Vocabulary	Dodge, Throw, Catch, Elimination, Out, Safe, Rebound, Throwing Zone, Dodgeball Court, Defend, Block	**Enrichment Opportunities**	Organise a final dodgeball competition with a mini-league table where children can apply skills in a competitive situation.	
Religious Education (Christianity: God)	**How and why might Christians use the bible?**				
	Ash- Christianity (God) How (and why) have some	- To know a source of authority is a person or text that has the power and influence to provide guidance and establish norms.	- To discuss how people of authority may influence how we live our 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	Maple/ Ash- Christianity (Jesus) Is sacrifice an

	people served God? Maple- Christianity (God) Why is it sometimes difficult to do the right thing?	- 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) ▪ 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) - 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.	- 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 ideas about who or what we should obey. - To share ideas about if it matters if they are a moral person.	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. - To explore different Christian beliefs about the Bible as the word of God. - To describe why some Christians might view the Bible as an important source of authority and moral guidance. - To explain why Christians might have different views about how to interpret and apply the Bible - To explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)	important part of religious life?
	Key Vocabulary	Christians, influence, authority, moral, Bible, guidance, God	**Enrichment opportunities**	- 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.	
French (Classroom Commands)	**Classroom Commands**				
	<u>Maple</u> Cycle A (Y4) Classroom Commands	- Know how to follow a range of classroom commands in French. -Know how to spot spelling patterns in vocabulary to read sentences. -Know how to ask and answer simple questions to give a classroom command. - Know when a sentence is spoken in the present tense. - Know how to say a sentence in the present tense.	- Listen to a range of classroom commands. -Read and understand simple written classroom commands. - To spot spelling patterns in simple written phrases. - To ask and answer simple questions to give a classroom command. - Understand for the vocabulary taught with increasing accuracy.	- To listen and follow a range of classroom commands. -To be able to read and understand written classroom commands. - To spot spelling patterns in simple written phrases. -To identify spelling patterns in classroom commands and match them to pictures. -To ask and answer simple questions to complete a classroom command.	Y5 Hold a short conversation by asking and answering questions with increasing accuracy. Y6

		-Know how to hold a simple conversation by asking and answering questions for classroom commands.	- To hold a simple conversation by asking and answering questions. - Develop pronunciation using familiar words and phrases.	-To understand when a sentence is spoken in the present tense. -To understand how to say a classroom command in present tense. -To hold a short conversation by asking and answering questions with increasing accuracy.	Take part in a brief conversation about people, places, things or actions, including 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.	