



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

| YEAR GROUP: 4/5 (Maple Class) | | TERM: Autumn 1 | | Key Text: | The Miraculous Journey of Edward Tulan by Kate DiCamillo |
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| Subject | Prior Learning | Substantive Knowledge | Disciplinary Knowledge | Objectives | Future Learning |
| <i>Journey by Aaron Becker</i> | | | | | |
| English | The BFG by Roald Dahl (Adventure) Ash | <p>Reading</p> <ul style="list-style-type: none"> -To know the differences between statements of fact or opinion within a text. -To know the effect on the reader of the authors’ choice of language. <p>Writing</p> <ul style="list-style-type: none"> -To know a comma is used when a fronted adverbial is placed at the beginning of the sentence. -To know dialogue needs inverted commas wrapped around it. <p>Spelling</p> <p>Words ending -ious have an /ee/ sound before the suffix.</p> | <p>Reading</p> <ul style="list-style-type: none"> -To justify responses to the text using point, evidence and explain. -To predict what might happen from what is stated and implied. -To explain the meaning of key vocabulary within the context of the text. -To infer characters’ feelings, thoughts and motives from their actions and justify inferences. <p>Writing</p> <ul style="list-style-type: none"> -To use fronted adverbials for when and where. -To use inverted commas and other punctuation for direct speech. -To use expanded noun phrases. | <p>Reading</p> <ul style="list-style-type: none"> -To use point, evidence and explain when justifying responses to the text. -To make predictions based on what is stated and implied in the text. -To use the context of the text to explain the meaning of key vocabulary. -To make inferences about characters’ feelings, thoughts and motives from their actions. <p>Writing</p> <ul style="list-style-type: none"> -To use fronted adverbials for when, where and how. -To use commas after fronted adverbials. -To use expanded noun phrases. -To use inverted commas and other punctuation to indicate direct speech. <p>Spelling</p> | The Journey by Francesca Sanna (Novel) Elder |

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| | | <ul style="list-style-type: none"> - Words ending -tious make a /shus/ sound at the end. - If the root words ends in -ce the sound is usually spelt -cious. -A prefix is a group of letters added to the front of a root word to change its meaning. -Homophones are words that sound the same but have different meanings. | <ul style="list-style-type: none"> -To make appropriate pronoun and noun choices within and across sentences to avoid repetition. <p>Spelling</p> <p>Know a range of words beginning with varying prefixes, including 'in', 'il', 'im', 'ir', 'sub' and 'inter'.</p> <p>Know a range of words ending in 'tious', 'ious' and 'cious'.</p> <p>Know a range of words ending in 'cial' and 'tial'.</p> | <ul style="list-style-type: none"> -To spell words that are homophones or near homophones. -To spell words with the prefix 'in'. -To spell words with the prefixes 'im', 'il' and 'ir'. -To spell words with the prefix 'sub'. -To spell words with the prefix 'inter'. -To spell words ending in 'tious' and 'ious'. -To spell words ending in 'cious'. -To spells words ending in 'cial'. -To spell words ending in 'tial'. | |
| | <p>Key Vocabulary</p> | <p>Fronted adverbials, expanded noun phrases, direct speech, inverted commas, pronouns.</p> | <p>Enrichment Opportunities</p> | <p>To create their own version of the journey story book alongside illustrations.</p> | |
| Hammer the Grammar (1 Week) | | | | | |
| | <ul style="list-style-type: none"> -Identifying nouns and noun phrases. -Subordinate clauses, marked by commas. | <p>Writing</p> <ul style="list-style-type: none"> - Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information, which is not essential to the main point of the sentence. The sentence would still make sense if the | <p>Writing</p> <ul style="list-style-type: none"> -I can carefully choose nouns for precision in my writing. -I can include parenthesis in my writing, shown by brackets. | <p>Writing</p> <ul style="list-style-type: none"> -To use nouns for precision. -To use brackets to show parenthesis. | <ul style="list-style-type: none"> -To use expanded noun phrases including precise nouns. -To use dashes to show parenthesis. |

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| | | parenthesis were removed. - Brackets are used to insert additional information into a sentence. The information within the brackets is usually less important to the sentence. | | | |
| | Key Vocabulary | Brackets, parenthesis, noun, precise, precision. | | | |
| Newspaper Reports | | | | | |
| | Writing My Strong Mind Instructions Ash | Writing -To know a newspaper is to inform the reader of an event that has occurred. -To know the key features of a newspaper report. | Writing -To identify key features of a newspaper report. -To analyse and evaluate how specific information is organised within a non fiction text. -To apply their knowledge of parenthesis when writing a newspaper report. -To use nouns for precision e.g. Sparrow rather than bird. -To write a newspaper report. | Writing -To read a variety of newspaper reports and identify the purpose of the text. -To identify key features of a newspaper report. -To critique a range of newspaper reports and justify these opinions. -To use nouns for precision. -To use parenthesis for extra information. -To write a newspaper report | Writing Pet Peeves Blog Elder |
| | Key Vocabulary | Headline, chronological order, 5 w's, parenthesis, quotes, pun, conclusion. | Enrichment Opportunities | Newspaper reporting office. | |
| Maths | - Place Value - Addition and Subtraction | | Select the files to the right for more detailed guidance. | Aut 1 Add and Subtract Aut 1 Place Value | |
| Science | Can materials change state or do they always stay the same? | | | | |

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| <p>(Materials and their properties)</p> | <p>Materials and their properties Elm</p> | <ul style="list-style-type: none"> -To know that materials can be solids, liquids or gases (the three states of matter) -To know the shape and volume of a solid doesn't change unless a bit is broken off --To know the shape of a liquid can change, depending on the container it is in, but its volume doesn't change -To know that most gases are invisible -To know the gas in a container completely fills the container so has the same shape and volume of the container it is in -To know liquids change into gases when they are heated – this is evaporation -To know liquids change into solids when they are cooled – this is freezing -To know gases change into liquids when they are cooled – this is called condensation -To know solids change into liquids when they are heated – this is called melting -To know the rate of evaporation depends on the temperature - To know evaporation is slow when it is cold and fast when it is hot -To know the water on Earth is constantly recycling using evaporation and condensation -To know the heat from the sun makes the water from the sea, lakes and rivers evaporate into water vapour | <ul style="list-style-type: none"> -to group materials based on their properties - to compare and group solids, liquids and gases - to explore the arrangement of particles in a solid, liquid and gas. -to research the effects of heating solids and liquids. - to research the effects of cooling gases and liquids - to carry out an experiment to observe how temperature affects the rate of evaporation. -to research the processes within the water cycle. - to create a diagram to show the water cycle and the process of evaporation, condensation and precipitation. | <ul style="list-style-type: none"> - To group materials based on their state of matter (solid, liquid, gas). - To describe how some materials can change state. - To explore how materials change state. - To measure the temperature at which materials change state. - To describe the water cycle. - To explain the part played by evaporation and condensation in the water cycle. - To explain what happens over time to materials such as puddles and or washing on the line. - To relate temperature to changes in states of materials. | <p>Materials Yr5</p> |
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| | | -To know as the water vapour rises, it cools and condenses to form clouds, then falls as rain | | | | |
| | Key Vocabulary | - solid - liquid - gas - evaporation - condensation - particles - temperature - freezing - heating | Enrichment Opportunities | to carry out an experiment to observe how temperature affects the rate of evaporation. | | |
| History (Vikings) | How did Viking invasions impact society? | | | | | |
| | Romans (Ash Cycle A) Stone Age to Iron Age (Ash Cycle A) Ancient Egyptians (Ash Cycle B) Anglo-Saxons (Maple Cycle A) | -To know the Viking age was from about AD700 to 1100. - To know many Vikings left their homes in Scandinavia (Norway, Sweden and Denmark) and travelled by longboat to other countries, like Britain and Ireland. - The word Viking means 'a pirate raid'. They fearsome warriors and often raided monasteries for treasure. However, some were peaceful settlers who lived and farmed the land for years. - To know that Vikings sailed the seas trading goods. They bought silver, silks, spices, wine, jewellery glass and pottery to bring back home. - To know Anglo- Saxons and Vikings fought for a long time and Alfred made a peace agreement. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west but only if they converted from pagans to Christianity. -The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east. -The Norse people met to discuss new laws and solve arguments and | - To order other civilisations studied to explain when they were in relation to the Viking Age. - To locate where Vikings travelled from and where they invaded and settled. - To explain why they raided monasteries and how what they brought home impacted Scandinavia. - To explain why Anglo- Saxons and Vikings fought for many years and how this was settled. - To explore how this divided the country. - To explain how the way they met to discuss and settle arguments and create laws helped create parliaments of today. - To investigate language and place names we still use from nordic language today. | - To know and sequence key events within a time period. - To use relevant terms relating to the passing of time (empire, civilisation, parliament). - To identify where some periods studied fit into a chronological framework. -To describe how Britain has influenced and been influenced by the wider world. - To describe how some of the things studied from past influence life today -To construct informed responses about the past from a range of sources by selecting and organising historical information - To use a variety of evidence to build a picture of past events, using books and the internet for research. - To present historical information in a range of different ways (e.g. | Anglo- Saxons (Maple Cycle A) Mayans (Elder Cycle B) Shang Dynasty (Elder Cycle B) | |

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| | | <p>helped form the basics of parliament today.</p> <p>-To know we still use some of their Old Norse language today. Words like 'egg', 'muck' and 'dirt'.</p> <p>- To know even some modern town names are based on Viking words! York and places that end in 'thorpe', 'by' or 'kirk'.</p> | | writing, drawing, data handling, drama). | |
| | Key Vocabulary | AD, Norse people, Danes, sailors, long boats, warriors, settlers, trading, parliament. | Enrichment Opportunities | <p>Make longships.</p> <p>Recreate the Lindisfarne raid of the monastery through drama</p> <p>(BBC Who were the Vikings and where did they come from? - BBC Bitesize)</p> <p>Trip</p> | |
| Geography | Are all settlements the same? | | | | |
| | <p>What can we learn from our local area?</p> <p>Ash</p> | <p>-To know a settlement is a place where people establish a community.</p> <p>-To name the different types of settlements (hamlet, village, town and city)</p> <p>-To know the differences between the types of settlements.</p> <p>-To know that most rural land in the UK is used for agriculture (crops and livestock farming)</p> | <p>-To identify land use by using keys on a map.</p> <p>-To use maps to locate different types of settlement.</p> <p>-To describe the land use on maps thinking about urban and rural areas.</p> <p>-To locate an area on a map and describe why it would be a suitable agricultural area.</p> <p>-To design a map of a settlement.</p> | <p>-To understand the meaning of settlement and the features of a settlement.</p> <p>-To identify types of settlements</p> <p>-To know the differences between villages, towns and cities.</p> <p>-To identify land use by using keys on a map.</p> <p>-To use maps to describe land use.</p> <p>-To explain what rural land is used for in the UK.</p> <p>-To locate an area on a map and explain why it is suitable for crop or livestock farming.</p> | <p>Where would you choose to settle in Russia?</p> <p>Elder</p> |
| | Key Vocabulary | Settlement, hamlet, village, town, city, agriculture, crops, livestock, farming. | Enrichment Opportunities | Design a 3D model of your settlement. | |

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| Computing (Basic Skills) | Year 3 - Capture, locate and save photos - Use CAPS LOCK to create capital letters - Type words with increasing fluency. | - Keywords are the important words used to search for a specific topic. - Pressing and holding SHIFT whilst also pressing a letter will make it capital. - To crop a photo is to remove the parts that you do not want. - To rotate a photo means to turn it to face a different direction. - Using a minus symbol (-) before a search term will excludes web pages containing that particular word. - Writing a phrase in inverted comma “ “ will only return web pages where that phrase is used exactly. | - Use appropriate keywords when searching for topics. - Locate specific keys on a keyboard. - Edit an image to make it suitable for a particular task. - Highlight appropriate text to copy and paste. - Search the web using symbols to improve and refine results. | - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To type with increasing fluency and stamina. - To type using two hands. - To insert an image from a selected bank of images. - To copy and paste text. - To develop effective search techniques through use of keywords. | Year 6 - Type using two hands - Copy, paste, open and save using shortcuts - Enter formulae into a spreadsheet - Conduct advanced searches. |
| | Key Vocabulary | Keyword, SHIFT, crop, edit, rotate, | Enrichment Opportunities | - Publish a piece of writing from English lessons and display in the library. | |
| How do I stay safe when on a computer? | | | | | |
| PSHE (Online Safety: Yr3/4 Cycle B - Twinkl LSK2 Digital Wellbeing) | Elm Cycle A Online Safety | -It is important to balance time spent online with other activities. - Hurtful behaviour and bullying online, including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others deeply impacts others and can have consequences. -Knowing someone online differs from knowing someone face to face. -It is important to assess the reliability of information found online. -Personal information should be kept private and not shared online. | -Identify strategies for managing time spent online. -Identify strategies to respond to hurtful behaviour. -Identify strategies for recognising risks and how to respond. -Explore how to assess the reliability of information online. -Explain what to do if frightened by something seen online. -Identify ways to promote personal safety and well-being when using the internet. | -To identify the positives and negatives of being online. - To understand how to be kind online and make the internet a safer place. - To know how to stay safe when communicating online and know what to do when I don't feel safe. - To decide how reliable online information is and know how to share information responsibly online. -To identify things we shouldn't share online and give reasons why we shouldn't share them. | Year 5/6 Cycle A Online Safety |

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| | | -You can promote personal safety and well-being when using the internet, including social media and online gaming. | | - I understand how technology can affect our wellbeing in different ways. | |
| | Key Vocabulary | -benefit –time management –social media –bullying –discrimination –reliability – personal information -restrictions | Enrichment Opportunities | Research your own digital footprint. | |
| Music (Performing: parts) | Y3 Performing and Singing Y4 Performing and Singing | -Know the features of an effective ensemble performance. -Know techniques of how to warm up a voice with posture, breathing and voice projection. -Know how to sing a simple part of a song within an ensemble. -Know each role of an ensemble within a performance. -Know how to apply different textures into songs. -Know how to maintain a part in a 2-part song. -Know effective performance strategies to reflect on their own performances. | -Analyse features of an ensemble performance. -Understand the importance of warming up your voice and to establish a good singing position. - Maintain a simple part of a song within a group. - Perform with awareness of what others in an ensemble are singing or playing. -Analyse different song textures and where they vary. - Maintain a part in a song with 2 parts. -Reflect and analyse the quality of their playing and learn from their performance. -Sing with a good sense of the pulse internally and sing together and in time with the group. -Performing in front of an audience. | -To watch different videos and songs that include an ensemble performance. - To identify features of an effective ensemble performance. -To understand the importance of warming up our voices, posture, breathing and voice projection. -To know different parts of a song within an ensemble. -To perform in an ensemble that has multiple parts. - To identify where the texture varies in a song or piece of music. -To perform and practise a part of a song with 2 parts. -To perform in an ensemble to an audience. | Year 5 To maintain a part in a song with 2 parts. Year 6 To show an awareness of the audience when performing. To confidently maintain a part in a song with 2 parts in front of an audience. |
| | Key Vocabulary | Verse, refrain (chorus), ensemble, lyrics, vocal parts, articulation, expression | Enrichment Opportunities | To perform in an ensemble to an audience during assembly time. | |
| Physical Education | Invasion Games | | | | |
| | Year 3 To explore different throwing actions. | -Know what a bounce and chest pass are. -Know when a bounce/chest pass are most effective. -Know that space can be used to gain an advantage in a game. | -Use space after a pass to gain an advantage. -Use varied force to control a ball. -Use tactics to outwit an opponent. | -To be able to demonstrate a bounce and chest pass with accuracy. -To be able to dribble a ball with control. -To begin to use tactics to outwit an opponent. | Year 6 To be able to control a basketball with both hands. |

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| | | -Know what dribbling is and how it is used to travel in a game of basketball. -Know what tactics are and how to use them in play. | | | |
| | Key Vocabulary | Chest pass, bounce pass, dribble, basket, travel, receive, tactic, space, control. | Enrichment Opportunities | Class competition – How many passes can be received against the clock, using bounce and chest pass? Interschool basketball matches – Maple and Elder competition. Maple class to set up a lunch time basketball challenge for other classes and lead it. | |
| Net and Wall | | | | | |
| | Year 3 To begin to use a racket to strike. | -To know different types of throws. -To know effective body positions for throwing (stand opposite leg forward to throwing arm). -To know the positions needed for a striking game. -To know how to use space to your advantage. -To know that a racket can be used in different ways to strike (backhand and forehand). | -Use differing throws for a purpose. -Use two hands in a glove position to catch balls from height. -To begin to use tactics when striking a ball, looking for space. -Use more than one striking technique. | -To explore different throwing actions. -To consolidate catching skills. -To be able to strike a ball with hand or small bat. -To be able to control a ball using a racket. -To explore how to use a racket in more than one way to strike. | Year 6 To demonstrate forehand and backhand shots with accuracy. |
| French (Alphabet and Numbers) | Year 3 To know numbers 0-10 in French. Year 4 To know numbers | - To know the French numbers from 10-20. - To know how to read and repeat rhymes about numbers 10-20 in French. -To know the French numbers from 20-30. - To know the French alphabet with the correct pronunciation. | - Recognise the written French for numbers 10-20. -Repeating French number rhymes with increasing accuracy. -Recognise the written French for numbers 20-30. -Identify and apply the correct pronunciation of the French alphabet. | -To understand the correct pronunciation for the French alphabet. - To review the French for numbers 0-10. -To review the French for numbers 10-20. - To understand and identify the French vocabulary for numbers 10-20. - To understand and identify the French vocabulary for numbers 20-30. | Year 5 To know numbers 20-30 in French. Year 6 To know numbers 30-40 in French. |

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| | 10-20 in French. | -To know how to use a French dictionary to identify vocabulary. | -Use a French dictionary to identify numbers. -Spell French numbers correctly. | <ul style="list-style-type: none"> - To listen to, read and repeat rhymes with French numbers. - To understand the main points from a spoken passage with repetition. - To ask and answer simple questions to give basic information about how old someone is. -To develop pronunciation of the French alphabet by using familiar words and phrases to ask and answer how old someone is. - To spot spelling patterns in simple written phrases. - To begin to use a French dictionary to broaden vocabulary. | |
| | Key Vocabulary | <ul style="list-style-type: none"> -11 onze,12 douze, 13 treize,14 quatorze,15 quinze, 16 seize,17 dix-sept, 18 dix-huit,19 dix-neuf, 20 vingt - 20 vingt, 21 vingt et un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente - alphabet A-Z | Enrichment Opportunities | To create a display to help children remember and recognise French vocabulary for numbers 10-30. | |
| Religious Education (Hindu Dharma) | What might a Hindu learn through celebrating Diwali? | | | | |
| | Hindu Dharma Why is family an important part of Hindu life? | <ul style="list-style-type: none"> -To know that the story of Rama and Sita teaches us that with persistence and dedication, goodness will win over bad. -To know Rama represents the ideal of dharma, which is the moral and ethical code that guides human behaviour. He is known for his adherence to dharma, even when it meant going into exile, and for his commitment to fairness and justice. Sita represents the ideal of devotion | <ul style="list-style-type: none"> -To list examples of where we might see 'goodness' in the world. -To collect images that could be used as a symbol of goodness. -To discuss examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others. -To reflect on our own concept of 'goodness' -To discuss what gives them hope during difficult times | <ul style="list-style-type: none"> -To discuss the importance of the belief that good overcomes evil. -To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life -To retell the story of Rama and Sita. To be able to describe what moral guidance Hindus might gain from the story of Rama and Sita. -To describe the roles and life of the deity Vishnu (the protector and | Elder- Hindu Dharma What might Hindus learn from stories about Krishna? |

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| | | <p>and loyalty, as well as the ideal of the perfect wife.</p> <ul style="list-style-type: none"> -To know that an avatar, in Hinduism, is the incarnation of a deity in human or animal form to counteract an evil in the world. -To know that Diwali is also known as the Festival of Lights. -To understand that people light lamps at Diwali to show that light is more powerful than darkness, and good is more powerful than evil. <p>Diwali also celebrates new beginnings.</p> | <ul style="list-style-type: none"> -To use subject specific language to describe how and why Hindus celebrate Diwali. | <p>preserver). To Investigate Hindu beliefs about avatars – living forms of Vishnu who come to earth 1 times of trouble to defeat evil and restore dharma.</p> <ul style="list-style-type: none"> -To understand how Hindus in the UK celebrate Diwali. -To explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil. | |
| | <p>Key Vocabulary</p> | <p>Hindus, goodness, evil, Rama, Sita, protector, Diwali, light.</p> | <p>Enrichment Opportunities</p> | <p>To create a class display about Diwali or plan and celebrate a Diwali Day.</p> | |