





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class)		TERM: Autumn 1	Key Text:	The Girl Who Stole an Elephant by Nizrana Farook Feast Disney	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Feast by Disney- Novel				
	<ul style="list-style-type: none"> - Novel as a Theme (Yr3/4 Spring 1 Cycle A) - Novel as a Theme (Yr4/5 Spring 2 Cycle A) 	<p>Reading</p> <ul style="list-style-type: none"> - To know how to summarise main ideas in a text. - To know the meaning of presentation. <p>Writing</p> <ul style="list-style-type: none"> - Know adverbial phrases describe the actions that follow. - Know how to place the correct punctuation in dialogue. - Know how to apply a range of adjectives to expand a noun phrase. - Know that pronouns are used to describe either individuals or groups of people, rather than using their name or names. <p>Spelling</p> <ul style="list-style-type: none"> - To know the prefix 'in' and that it means not. - To know a range of tious, ious and cious spellings. - To know words with the prefixes il, im and ir. - To know words ending in cial and tial. 	<p>Reading</p> <ul style="list-style-type: none"> - To make predictions using what is already know. - To make inferences by using what is known of a character. - To summarise by choosing key information. - To make inferences by using facts already known. <p>Writing</p> <ul style="list-style-type: none"> - To use a planned success criterion to deliver writing. - Write a novel. - Proofread, edit and improve writing. <p>Spelling</p> <ul style="list-style-type: none"> - To apply the spelling rules to writing. 	<p>Reading</p> <ul style="list-style-type: none"> - To make inferences about a character. - To make predictions. - To ask questions to improve understanding. - To summarise a character. - To identify how presentation supports meaning. <p>Writing</p> <ul style="list-style-type: none"> - To use expanded noun phrases with prepositions. - To use fronted adverbials. 	<ul style="list-style-type: none"> - Novel as a Theme (Yr4/5 Spring 2 Cycle A) - Novel as a Theme (Yr5/6 Autumn 1 Cycle A)

					<ul style="list-style-type: none">- To use the appropriate choice of pronouns.- To use inverted commas to indicate direct speech.- To use commas after fronted adverbials. <p>Spelling</p> <ul style="list-style-type: none">- Words with the prefix 'in-' meaning 'not'- Words ending in '-tious', '-ious' and '-cious'.- Words with the prefixes 'il-', 'im-' and 'ir-'- Words ending in '-'- Words ending in '-cial' and '-tial'.	
	Key Vocabulary		Inverted commas, preposition, expanded noun phrase, pronoun		Deeper Learning	Children to use parenthesis through the use of brackets.
	Hammer the Grammar/Setting Description					

	Ash Character description	Grammar To know an expanded noun phrase is made up of two adjectives and a noun. -To know parenthesis is extra information. -To know parenthesis can be shown using commas to demarcate the extra information. -To know that extra information, which relies on a main clause, is known as a subordinate clause. Writing -To know the features of a setting description are expanded noun phrases, use of the senses and figurative language.		Grammar To select appropriate adjectives to describe specific nouns. -To identify extra information that links to the noun. -To create sentences which include parenthesis. Writing -To identify the features of a setting description. -To create a vocabulary bank of precise nouns and the features which could describe it. -To write their own setting description.		Grammar -To use expanded noun phrases. -To use parenthesis through commas. Writing -To identify the features of a setting description. -To select appropriate language choices to describe the setting. -To write their own setting description.		- Historical story Elder
	Key Vocabulary		Rhetorical questions, causal conjunctions			Deeper Learning	To be able to use metaphors in writing.	
Maths	- Place Value - Addition and Subtraction			Select the files to the right for more detailed guidance.		 Yr 4_5 Place Value.pdf	 Year 4_5 Addition_Subtraction.pdf	
Science (Materials)	Are all changes reversible?							
	- Name a variety of materials used for everyday objects (Year 1) - Compare the suitability of a variety	- To know the difference between everyday properties. - To know the difference between conductive and not conductive. - To know what the term dissolve means. - To know what evaporation means. - To know what a reversible change is.	- To be able to explain that some materials are conductive to pass through and some are not conductive and to be able to give examples. - To know that some materials e.g sugar dissolve in a liquid and through evaporation, these can be recovered. - To be able to explain that solids, liquids and gases can be mixed and separated by either filtering, sieving or evaporation.	- To compare and group materials based on their properties. - To describe how a material dissolves to form a solution, explaining the process of dissolving. - To describe and show how to recover a substance from a solution. - To describe and demonstrate how some materials can be separated.		- The particulate nature of matter (KS3)		

	of everyday materials and find out how some solids can change shape through squashing, bending, twisting and stretching		<ul style="list-style-type: none"> - To know that materials such as copper are used for wires (as they are conductive), however, plastic is used to cover the wires (as it is an insulator) and does not allow electricity to harm the person touching it. - To know reversible changes can occur after dissolving, mixing and changing states. When mixing acid with bicarbonate of soda it creates a new material, therefore you cannot reverse the change back to each individual state. 	<ul style="list-style-type: none"> - To know and demonstrate that some changes are reversible, and some are not. - To explain how some changes result in the formation of a new material and that this is usually irreversible. - To discuss reversible and irreversible changes. - To give evidenced reasons why materials should be used for specific purposes. - To work out which materials are most effective for keeping us warm or for keeping us cold. - To explore the changes that difficult to reverse i.e., burning and rusting 	
	Key Vocabulary	hardness - solubility - transparency - conductivity - magnetic - filter - evaporation - dissolving - mixing - solution	Deeper Learning	For children to apply learning to different everyday life situations e.g volcano/ lava, salt in the sea etc.	
Geography (Map Skills, Food)	What is trade and where do supplies come from?				
	<ul style="list-style-type: none"> - To name counties within the UK. (Y3) - To understand the meaning of trade. (Y3) 	<ul style="list-style-type: none"> - To know that each county is made up of cities. - To know that each country has a capital city. - To know that the UK is made up of four countries: England, Scotland, Wales and Northern Ireland. - To know that trade is the buying and selling of goods. - To know that goods can be imported and exported. - To identify trade links across different countries -To identify the importance of Liverpool docks as a trade link. -To identify important trade links for the UK (USA, China and Germany) 	<ul style="list-style-type: none"> - To use a map to locate cities within different counties. - To use maps and atlases to name and locate countries in Europe. - To be able to name capital cities within Europe. -To locate trading cities in England (Liverpool, Portsmouth). -To locate the Panama canal and explain its important trading link. -To collect data and present graphs to show import and export statistics. 	<ul style="list-style-type: none"> - To name cities within the counties in the UK. - To locate areas in the UK using different maps. - To understand economic activity including trade links. -To understand and explore fair trade. - To name and locate countries in Europe including Russia. - To name capital cities in Europe. - To use maps, atlases and globes to locate countries in Europe. 	<ul style="list-style-type: none"> - To name countries and states in North America. (Y6) - To name countries within South America. (Y6) - To understand and describe the distribution of natural resources: energy, food, minerals and water. (Y6)

		-To understand and explore fair trade.				
	Key Vocabulary		Atlas, cities, countries, capital city, counties, import, export, trade, economic activity, goods, buy, sell.		Deeper Learning	To follow the journey of an imported or exported good e.g. the journey of chocolate or a banana.
Design Technology (Food)						
	- Know the names of the 6 main food groups (Yr3) - Follow a simple recipe to create a dish (Yr3) - Cut, chop and prepare ingredients (Yr3)	- To know ingredients that are caught including salmon, crab and lobster - To know that reared means raising animals for meat and know which animals these are. - To know that a design criteria is a list of particular aims for your product, thinking about the purpose and function. - Know a range of cooking techniques including cutting, mixing, shaping, heating, serving and garnishing. and how to check measurements for accuracy.	- Use cooking techniques to prepare a recipe. - To check measurements carefully. - Suggest improvements to a final design. - Create food for a purpose. - Explain improvements that could be made. - To use research to develop design criteria.	- To know how ingredients are reared and caught e.g. fish, beef, chicken. - To use research to develop design criteria as a class. - To draw, design and label each part of my design with instructions. - To use a range of cooking techniques to prepare a recipe. - To carefully check measurements for accuracy. - To give reasons for my final choice of a design and suggest improvements once my final design has been made.	- Understand nutritional information on food labels (Yr6) - Select appropriate ingredients for a healthy, balanced diet (Yr6)	
	Key Vocabulary		cooking techniques, recipe, reared		Deeper Learning	To be able to create a design which has a range of healthy, balanced ingredients.
Computing / PSHE (Online Safety)	How do I keep myself safe when online?					
		-Know how to identify a spam email by looking at whether the sender is known to you and whether the subject is about winning something. -To know the ways to protect your inbox by not replying to spam, not clicking links or attachments and tell an adult. -To know that plagiarism is copying or using someone’s work and pretending it is yours.	-To explain how technology allows copying to become easier. -To explain why it is important to cite a source. -To use sentences or phrases to help remember a password. -To identify changes that have been made to an original photograph. -To understand that not everything you see online is true and that false photographs can make people feel bad about themselves.	-To identify spam emails and what to do with them. - To write citations for the websites I use for research. -To create strong passwords. -To recognise when, why and how photographs we see online may have been edited. - To apply online safety rules to real-life scenarios. - To apply online safety rules to real-life scenarios.	- Online Safety: Elder, Autumn 1, Cycle B. - Online Safety: Computing: Autumn 2	

		-To know to include lower case and upper-case letters, numbers, characters in a password and avoid full words, names or birthdays. -To know how to crop, add filters, recolour, change shape, add parts and smooth out surfaces.	-To explain and respond to unsafe online behaviour.		
	Key Vocabulary	Spam, plagiarism, cite,		Deeper Learning	Children to log any spam emails they have identified of a grown up.
Physical Education (Invasion Games and Net and Wall)	<u>Invasion Games: Basketball</u>				
	- Invasion Games: Ash, Autumn 1.	- A chest pass is used to quickly move the ball using the arms and hands from the chest to another player. - A bounce pass is a pass thrown to the floor so that it bounces to the receiver. - A tactic is a way of gaining an advantage over an opponent. - To evaluate is to decide what has gone well and what could be done better.	- Find space in a large group of people. - Pass a ball using a bounce or chest pass. - Catch a ball when still and when moving. - Bounce a ball and move forwards (dribble). - Suggest improvements to techniques.	- To pass using a chest and bounce pass accurately. - To move into space after a pass. - To demonstrate dribbling with some control. - To find space to receive a chest or bounce pass. - To use tactics to outwit an opponent. - To evaluate what worked well in a team.	- Invasion Games: Elder, Autumn 1
	Key Vocabulary	Chest pass, bounce pass, tactics, space, receive, outwit		Deeper Learning	Children move fluently with the basketball when dribbling and can find space with ease.
	<u>Net and Wall: Tennis</u>				
	Year 3/4 Net and Wall: Core Task 1	- A throw is a way of sending something through the air with force. - A catch is a way of grabbing an object (with one of two hands) before it touches the floor. - To strike a ball is to hit it into a space using a bat or the palm of the hand.	- Throw a range of different objects with accuracy. - Catch a ball or other object with one or two hands. - Strike a ball into space. - Use a racket to hit a ball into a space.	- To explore different throwing actions. - To consolidate throwing actions and practise catching. - To suggest ideas and practices to improve play. - To strike a ball using hand or small bat. - To practise striking with a racket. - To consolidate striking and ball control skills.	Year 5/6 Net and Wall: Tennis

	Key Vocabulary		Throw, catch, strike, palm	Deeper Learning	Children show control over movements and can strike a ball into open space to gain an advantage.
Religious Education (Christianity : God)	Why is it sometimes difficult to do the right thing?				
	Christianity (God)- How (and why) have some people served God?	<ul style="list-style-type: none"> - To read the 'The boy who cried wolf' https://www.storyarts.org/library/aesops/stories/boy.html - To know that there are 2 different kinds of 'truths'. They are; truths supported by facts and evidence and truths supported by personal experience. - To know that a sin is 'doing things our own way instead of acting in Gods truth.' https://www.youtube.com/watch?v=laPMGIK6rPY&t=15s - To read the story of The Fall- Genesis 3 - To read the parable of The Lost Son. - To share ideas of how God was portrayed differently in this Parable and Genesis 3. - To read and understand the importance of the Lord's Prayer. To pay particular attention to the lines 'forgive us our sins, as we forgive them those who sin against us. And lead us not into temptation but deliver us from evil.' - To know temptation is defined as the want to have or do something even though you know you shouldn't. 	<ul style="list-style-type: none"> - To discuss why the boy wasn't believed when he was telling the truth. -To discuss what consequences we could face if we never told the truth. - To share our own examples of sin and forgiveness in our own lives. - To share ideas about forgiveness in 'The Fall' and 'The Lost Son' - the Lost Son is sorry and returns home to seek forgiveness, there is no suggestion in Genesis 3 that Adam and Eve are sorry. - Share ideas about how the Lord's Prayer reflects Christian beliefs about sin, temptation and forgiveness? - To list things that Christians may believe to be temptations in the world today. - To share their own ideas about right and wrong and how know what is right/wrong. - To discuss if it is always easier to decipher between right and wrong in our own lives. 	<ul style="list-style-type: none"> -To consider the different ways that myth and stories are used -To explain how a 'truth' might be contained within a story. - To consider how they decide what is 'true' - and how there might be different types of truth. - To discuss and debate things that they consider to be true that others might disagree with. - To describe Christian beliefs about sin and forgiveness - To describe and explain the teaching from Genesis 3- of how Adam and Eve disobeyed God - To suggest different ways that this story might be understood by Christians - To describe and explain how and why Christians might use the lord's prayer - To analyse and interpret the Lord's Prayer- and what guidance it provided for Christians - To Suggest things that might lead Christians into temptation in the modern world- and how and why they might try resist these temptations. 	
	Key Vocabulary		Sin, forgiveness, truth, temptation, parable.	Deeper Learning	Discuss why some things might be seen as moral absolutes (eg. murder), whereas others might sometimes be less clear (eg. a parent stealing to feed a starving child).
French	- Age and Numbers	- To know the French numbers from 10-20.	- Recognise the written French for numbers 10-20.	- To understand the French numbers from 10-20.	

(Numbers and Months)	Ash (Autumn 1 Cycle B). Alphabet and Numbers Maple (Autumn 1 Cycle B)	<ul style="list-style-type: none"> - To know the French words for the 12 months of the year. - To know the French numbers from 20-30. -To know how to use a French dictionary to identify vocabulary. 	<ul style="list-style-type: none"> -Recognise the written French for numbers 20-30. -Identify the written French for 12 months of the year. -Use a French dictionary to identify numbers and months. -Spell French numbers and months correctly. 	<ul style="list-style-type: none"> - To understand the French words for the 12 months of the year. - To listen to, read and repeat rhymes. - To explore patterns and sounds of language through rhyme. -To understand the French numbers from 20-30. - To develop pronunciation using familiar words and phrases. - To begin to use a French dictionary independently 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 -Janvier - January -Février - February -Mars - March -Avril - April -Mai - May -Juin - June -Juillet - July -Aout - August -Septembre -September -Octobre - October -Novembre - November -Décembre - December - 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 	Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions about their age and birthday with increasing confidence.	

Year 4

Year 5