



Coupe Green  
Primary School  
HOUGHTON

## ‘Learning together, supporting each other’

<b>YEAR GROUP:</b> 4/5 (Maple Class)		<b>TERM:</b> Summer 2		<b>Key Text: Kick and Hacker</b>	
				<b>Enrichment Opportunities</b>	Link to World Cup 2026 – celebration day in school. Follow our class team.
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
<b>Kick by Mitch Johnson</b>					
<b>English</b>	Ash-Cycle A- Autumn 2- Christmas Desert- Persuasion	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Know that a summary is a brief statement or account of the main points.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Know that a metaphor is a figure of speech that describes something by saying it is something else.</li> <li>- Know a range of causal conjunctions such as consequently, because, accordingly.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Know words where ‘au’ makes an ‘or’ sound.</li> <li>- Know words with ‘ie’ after ‘c’.</li> <li>- Know words ending in ‘tion’.</li> <li>- Know words where ‘ei’ can make an /ee/ sound.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Make predictions about a text.</li> <li>- Use evidence in a text to make inferences.</li> </ul> <p>-Summarise a section of a text and then a whole text</p> <ul style="list-style-type: none"> <li>- Skim and scan to retrieve from a text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use a planned success criterion to deliver writing.</li> <li>- To write a persuasive letter.</li> <li>- To proofread, edit and improve writing.</li> <li>- To use dictionaries to check spellings and use a thesaurus to help choose exciting vocabulary.</li> <li>- Use technology to find out about child labour in relation to sports brands.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Learn words where ‘au’ makes an ‘or’ sound.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Work out the meaning of new words by looking for clues around the word.</li> <li>- Summarise a text.</li> <li>- Retrieve from a text.</li> <li>- Draw inferences around characters and find evidence.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use metaphors.</li> <li>- To use causal conjunctions.</li> <li>- To research Amnesty International UK and child labour.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Words where ‘au’ makes an ‘or’ sound.</li> <li>- Words with ‘ie’ after ‘c’.</li> <li>- Words ending in ‘tion’.</li> <li>- Words where ‘ei’ can make an /ee/ sound.</li> </ul>	Elder Class-Cycle A- Persuasive Letter

			<ul style="list-style-type: none"> <li>- Learn words with 'ie' after 'c'.</li> <li>- Learn words ending in 'tion'.</li> <li>- Learn words where 'ei' can make an /ee/ sound.</li> </ul>		
	<b>Key Vocabulary</b>	Metaphors, causal conjunctions, inference, retrieve	<b>Deeper Learning</b>	Use exaggeration in a persuasive letter.	
<b>Hammer the Grammar / Non-Chronological Report</b>					
	<ul style="list-style-type: none"> <li>- To know a technical noun specifies an item e.g. Mercedes Benz.</li> <li>- To know that technical nouns add more detail for the reader.</li> <li>- To know parenthesis provides the reader with extra information.</li> <li>- To know parenthesis can be demarcated by brackets, dashes and commas.</li> </ul> <p><b>Writing Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>- To read a range of non-chronological reports.</li> <li>- To identify the organisational features of a non-chronological report.</li> <li>- To know the language features of a non-chronological report.</li> <li>- To identify the main idea of a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- To create a bank of technical nouns for different topics.</li> <li>- To select appropriate technical nouns for my chosen topic.</li> <li>- To identify positions in a sentence where additional information be placed.</li> <li>- To select the most appropriate information for my additional information.</li> </ul> <p><b>Writing Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>- Use a planned criterion to create my non-chronological report.</li> <li>- To use a range of organisational devices in my own report.</li> <li>- To proofread, edit and improve my writing.</li> </ul>	<ul style="list-style-type: none"> <li>- To know and use precise nouns in my non-chronological report.</li> <li>- To use punctuation accurately when using parenthesis.</li> </ul> <p><b>Writing Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>-To read a range of non-chronological reports.</li> <li>-To identify the language and organisational features of a non-chronological report.</li> <li>-To plan and write a non-chronological report.</li> </ul>		
<b>Maths</b>	<ul style="list-style-type: none"> <li>- <b>Geometry: Properties of Shape</b></li> <li>- <b>Geometry: Position and Direction</b></li> <li>- <b>Measurement: Converting Units of Volume</b></li> </ul>	Select the files to the right for more detailed guidance.	<a href="#">Yr4 5 Shape</a> <a href="#">Yr4 5 Position and Direction</a> <a href="#">Yr4 5 Converting Units</a>		
<b>Do all electrical appliances work in the same way?</b>					
<b>Science (Electricity)</b>	Yr3- Forces	<ul style="list-style-type: none"> <li>- To know that many common appliances need and use electricity to run including kettles, lights and fridges.</li> </ul>	<ul style="list-style-type: none"> <li>-To construct a simple series circuit.</li> <li>- to explore what happens when a switch is open in a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and name appliances that require electricity to function.</li> <li>- To construct a series circuit. - To identify and</li> </ul>	Yr6- electricity

		<ul style="list-style-type: none"> <li>- To know that a simple series needs cell/battery, wires, bulb/buzzer and possibly a switch.</li> <li>- To know how to draw a circuit not using conventional symbols.</li> <li>- To know that a lamp will light up if a circuit is complete including a power source and is completely connected.</li> <li>- To know if a circuit is broken or there is no power in the battery, the lamp will not light up.</li> <li>- To know that switches are used to control circuits and use the flow of electricity and if it is left open, electricity will not pass through.</li> <li>- To know that an electrical conductor will allow electricity to pass through.</li> <li>- To know that an insulator does not allow electricity to pass through such as plastic, wood and rubber.</li> <li>- To know that electricity is dangerous because it can cause fires, burns, electrical shocks and even death.</li> </ul>	<ul style="list-style-type: none"> <li>-to explore which materials, make a good electrical conductor.</li> <li>- to explore which materials are insulators.</li> <li>- to create a poster/leaflet to explain why electricity is dangerous.</li> <li>- to record results in a table/ bar chart.</li> </ul>	<ul style="list-style-type: none"> <li>name the components in a series circuit.</li> <li>- To draw a circuit diagram.</li> <li>- To predict and test whether a lamp will light within a circuit.</li> <li>- To describe the function of a switch in a circuit.</li> <li>- To describe the difference between a conductor and insulators, giving examples of each.</li> <li>- To recognise if all metals are conductors of electricity.</li> <li>- To use diagrams, keys, bar charts and tables; using scientific language.</li> <li>- To use findings to report in different ways, including oral and written explanations, presentation.</li> <li>- To draw conclusions and suggest improvements.</li> <li>- To make a prediction with a reason.</li> </ul>	
	<b>Key Vocabulary</b>	cells - wires - bulbs - switches - buzzers - battery - circuit - series - conductors - insulators	<b>Deeper Learning</b>	To investigate a given simple circuit and identify/ fix the error to make it work.	
	<b>How did the Ancient Greeks shape our lives today?</b>				
<b>History (Ancient Greece)</b>	Romans (Cycle B, Ash) Local Area (Cycle A, Ash)	<ul style="list-style-type: none"> <li>- To know that Ancient Greece was a period between 700-480BC</li> </ul>	<ul style="list-style-type: none"> <li>- To order civilisations previously learnt.</li> </ul>	<ul style="list-style-type: none"> <li>-To know and sequence key events within a time period. -</li> <li>-To use relevant terms relating to the passing of</li> </ul>	Shang Dynasty (Cycle B, Elder) Mayans (Cycle B, Elder)

	Ancient Egyptians (Cycle A, Ash)	<ul style="list-style-type: none"> <li>- To know that we're still using ancient Greek ideas in maths, science and art.</li> <li>- To know our alphabet is based on the Greek one. Hundreds of words we use come from the Greek language.</li> <li>- To know Ancient Greeks created democracy which we still use in Britain today.</li> <li>- The Ancient Greeks made new inventions like the water wheel, the alarm clock, the catapult and even vending machine.</li> <li>- The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing.</li> <li>- The Olympic Games were started in Ancient Greece and held in Olympia and held every 4 years.</li> <li>- The Greeks loved to watch races in a big sports stadium. We continue this today.</li> </ul>	<ul style="list-style-type: none"> <li>- To order inventions and creation of new ideas within time periods.</li> <li>- To explain how Ancient Greeks founded many important ideas and inventions we still use today.</li> <li>- To consider how later inventions were inspired by the Ancient Greeks.</li> <li>- To explain how the Ancient Greeks started the Olympics.</li> <li>-</li> </ul>	<p>time (empire, civilisation, parliament).</p> <ul style="list-style-type: none"> <li>- To identify where some periods studied fit into a chronological framework.</li> <li>- To describe how some of the things studied from past influence life today.</li> <li>- To use a variety of evidence to build a picture of past events, using books and the internet for research.</li> <li>- To identify changes and links within and across the time periods studied.</li> </ul>	
	<b>Key Vocabulary</b>		<b>Deeper Learning</b>		
<b>Art (Sculpture)</b>	Ash-Sculpture-Cycle A	<ul style="list-style-type: none"> <li>-To know that clay is a natural resource, that it can be moulded and then the shape will keep that shape and harden.</li> <li>-To know that mixing water with clay can produce a 'slip'.</li> <li>-To know that slabbing involves stamping patterns into a slab and that coiling involves making long cylinder</li> </ul>	<ul style="list-style-type: none"> <li>-To use computing skills to research.</li> <li>-To experiment with joining clay, extending and modelling other shapes.</li> <li>-To be able to explain their own design and plan for sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>-To research existing ideas and patterns.</li> <li>-To plan and design a clay - model from imagination.</li> <li>-To join clay adequately and construct a simple base for extending and modelling other shapes.</li> </ul>	Elder-Sculpture-Cycle A

		<p>shapes and placing them on top of each other.</p> <p>-Know that recycling is the process of converting waste materials into new materials and examples of these include paper, cardboard, glass bottles and metal containers.</p> <p>-Know that natural materials are those that are found naturally around us, for example, cotton, wood, wool and silk.</p> <p>-Know that man-made materials have been made by humans, for example, concrete, glass, paper, plastic, steel.</p>	-To advance my skills using joining techniques, extending and modelling shapes.	<p>-To shape form, model and construct a Greek bowl from imagination.</p> <p>-To explore materials and plan a design.</p> <p>-To design a sculpture using recycled, natural and manmade materials as a group.</p> <p>-To use recycled, natural and manmade materials to create sculptures (Ancient Greek building).</p>	
	<b>Key Vocabulary</b>	Shape, form, model, construct, malleable,	<b>Deeper Learning</b>	To combine recycled, natural and manmade materials to create sculptures.	
<b>PSHE (Safety and the Changing Body)</b>	<b><u>Year 4</u></b>				
	<p>- Show an understanding that they must consider their own safety before helping others in an emergency situation (Yr3).</p> <p>- Understand how to help someone who has been bitten or stung (Yr3).</p>	<p>- Understand that there are risks to sharing things online.</p> <p>- Know the difference between private and public.</p> <p>- Understand the risks associated with smoking tobacco.</p> <p>- Understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>- Know that asthma is a condition that causes the airways to narrow.</p>	<p>- Discuss how to seek help if I need to.</p> <p>- Explore what to do if an adult makes me feel uncomfortable.</p> <p>- Learn about the benefits and risks of sharing information online.</p> <p>- Discuss the benefits of being a non-smoker.</p> <p>- Discuss some physical and emotional changes during puberty.</p> <p>- Learn how to help someone who is having an asthma attack.</p>	<p>- To understand the reasons for legal age restrictions.</p> <p>- To understand how quickly information can spread on the internet and some of the risks associated with that.</p> <p>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</p> <p>- To understand the difference between private and public, and secrets and surprises.</p> <p>- To understand how search engines work and whether information is useful.</p> <p>- To understand the changes they have already gone through and aware of some changes to come.</p> <p>- To understand that they will change physically as they develop into adults.</p> <p>Know</p>	<p>- To accurately name all the relevant parts of the body (Yr5).</p> <p>- To understand the changes their own gender will go through during puberty (Yr5).</p>

	<b>Key Vocabulary</b>	Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco	<b>Deeper Learning</b>	Which features can you use on a device to protect you from unsafe content? Write a letter to explain to a younger child why sharing information online can be dangerous.	
<b>Year 5</b>					
	<ul style="list-style-type: none"> <li>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack (Yr4).</li> <li>- To understand the difference between private and public, and secrets and surprises (Yr4).</li> </ul>	<ul style="list-style-type: none"> <li>- Know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>- Know some of the possible risks online.</li> <li>- Know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>- Understand the process of the menstrual cycle.</li> <li>- Know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>- Know that puberty happens at different ages for different people.</li> <li>- Know how to assess a casualty's condition.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of how to ensure relationships online are safe.</li> <li>- Learn to make 'for' and 'against' arguments to help with decision making.</li> <li>- Learn about the emotional changes during puberty.</li> <li>- Identify reliable sources of help with puberty.</li> <li>- Learn about how to help someone who is bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what is safe to share online and what to do before sending a message.</li> <li>- To identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</li> <li>- To accurately name all the relevant parts of the body.</li> <li>- To understand the changes their own gender will go through during puberty.</li> <li>- To list the range of changes they will go through during puberty.</li> <li>- To assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</li> <li>- To understand that other people can influence our decisions but we have the right to make our own choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the menstrual cycle and that a male and a female are needed to conceive a baby (Yr6).</li> <li>- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life (Yr6).</li> </ul>
	<b>Key Vocabulary</b>	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	<b>Deeper Learning</b>	Why is peer pressure dangerous? What impact can it have on people?	
<b>Athletics</b>					

<b>Physical Education (Athletics and Striking and Fielding: Rounders)</b>	<ul style="list-style-type: none"> <li>- Athletics: Maple Summer 2 (Cycle A)</li> <li>- Athletics: Ash Summer 2 (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know which objects require which type of throw.</li> <li>- Know how to hold a baton/quoit to allow it to be passed to a partner quickly.</li> <li>- Know how different body parts can help us run at speed.</li> <li>- Know how to use arms to propel body forward when jumping for distance.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of throwing actions effectively.</li> <li>- Jump from two feet to two feet for distance.</li> <li>- Work effectively in a team to move a quoit/baton quickly.</li> <li>- Combine a hop, step and a jump to travel for distance.</li> <li>- Choose the most appropriate throwing technique for given objects.</li> </ul>	<ul style="list-style-type: none"> <li>- To throw using a pull action.</li> <li>- To explore different running techniques.</li> <li>- To throw using a push action.</li> <li>- To perform the sling throwing action.</li> <li>- To develop jumping actions (two feet to two feet for distance)</li> <li>- To throw for distance using a pull, push and sling throw.</li> <li>- To pass a quoit/baton to a teammate in a relay.</li> <li>- To perform a hop, step and jump.</li> <li>- To perform a combination of 5 jumps</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics: Maple Summer 2 (Cycle A)</li> <li>- Athletics: Elder Summer 2 (Cycle A)</li> </ul>	
	<b>Key Vocabulary</b>	Pull action, push action, sling throw, techniques, distance, quoit, baton.	<b>Deeper Learning</b>	Children perform running, jumping and throwing actions with efficiency and can suggest ways to improve own or others' performance.		
	<b>Striking and Fielding - Rounders</b>					
	<ul style="list-style-type: none"> <li>- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)</li> <li>- Striking and Fielding: Ash Summer 2 (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>- Know an underarm throw is used for accuracy over a short distance.</li> <li>- Know the correct technique for catching a ball moving through the air over a long distance.</li> </ul>	<ul style="list-style-type: none"> <li>- Throw an underarm throw accurately towards a target.</li> <li>- Strike a ball using a bat from a tee or via a drop feed.</li> <li>- Make choices about where to stand to field a ball in a striking and fielding game.</li> <li>- Suggest ways of improving my own and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>- To demonstrate an underarm throw with accuracy.</li> <li>- To catch a ball in a striking and fielding game.</li> <li>- To strike a ball from a tee or a drop feed.</li> <li>- To catch a ball in a striking and fielding game.</li> <li>- To apply a simple tactic in a striking and fielding game.</li> <li>- To make a simple assessment of their own performance based on the success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Striking and Fielding: Elder Summer 2 (Cycle A)</li> <li>- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)</li> </ul>	
<b>Key Vocabulary</b>	Underarm, accuracy, tee, tactics, success criteria.	<b>Deeper Learning</b>	Children can strike a ball confidently, finding space to maximise gains. Children show a more developed awareness of tactics in striking and fielding games.			
<b>Do people need laws to guide them?</b>						

<p><b>Religious Education (Judaism)</b></p>		<p>-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.</p> <ul style="list-style-type: none"> <li>- Having a special place to store the Torah.</li> <li>- People must always be fully dressed and respectfully behaved while in the room where the Torah is being stored.</li> <li>- One may not sit or stand on a chair, table or bed which the Torah is lying upon.</li> <li>- The Torah should always be held upright, resting against the right shoulder.</li> <li>- When the Torah is being carried from one place to another, those nearby must rise and remain standing until the Torah reaches its destination or is out of sight.</li> <li>- 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.</li> <li>- A Torah scroll may never be placed on the ground.</li> <li>- No other item should be placed on top of a Torah.</li> <li>- A Torah should always be placed upright; never upside down or on its face</li> </ul> <p>-To know the festival of Simchat Torah is a celebration of receiving the Torah.</p>	<p>-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.</p>	<p>-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>	<p>Elder-</p>
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	<b>Key Vocabulary</b>	Judaism, Torah, guidance, rules, festival, holy.	<b>Deeper Learning</b>	To compare the Torah to other holy books. To discuss similarities and differences of the Torah and Bible.	
<b>French (Sports: Likes and Dislikes)</b>	Sports – Likes and dislike: Maple Summer 2 (Cycle A)	<ul style="list-style-type: none"> <li>- Know that Je déteste means I hate.</li> <li>- Know that J’aime means I like.</li> <li>- Know that J’adore means I love.</li> <li>- Know that Je n’aime pas means I do not like.</li> <li>- Know that Quele sports aimes-tu? means What sports do you like?</li> <li>- Know the French words for common sports (see vocab list below).</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the question Quele sports aimes-tu? and understand the answer.</li> <li>- Answer the question Quele sports aimes-tu? with confidence.</li> <li>- Recognise if a sentence is in the present tense.</li> <li>- Hold a simple conversation about sporting likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>- To know the French words for common sports.</li> <li>- To discuss which sports I like and dislike.</li> <li>- To explore patterns and sounds of language through rhyme.</li> <li>- To ask and answer simple questions to give basic information, e.g. name, age.</li> <li>- To understand when a sentence is spoken in the present tense.</li> <li>- To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions.</li> <li>- To develop pronunciation using familiar words and phrases.</li> </ul>	Further conversational French across Yr6.
	<b>Key Vocabulary</b>	le football, la natation, le tennis, cyclisme, la voile, la gymnastique, equitation, danser, Quele sports aimes-tu?, J’aime..., J’adore..., Je n’aime pas..., Je déteste...	<b>Deeper Learning</b>	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions with increasing confidence.	
<b>Music (Recorders)</b>	Recorder Stage 1 (Y3)	<ul style="list-style-type: none"> <li>- A musical staff is the foundation that the notes are drawn on.</li> <li>- Know musical symbols for a minim and crochet.</li> <li>- A crotchet is a musical note with the time value of one beat.</li> <li>- How to play the notes B, A and G.</li> <li>- Know how to play the notes C and D.</li> <li>- How to play a simple tune on the recorder.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose music using the beats of a minim and crotchet.</li> <li>- Play simple tunes with notes of long and short duration.</li> <li>- Play tunes using notes B, A and G.</li> <li>- Perform with awareness of what others in the group are playing.</li> <li>- Play tunes using notes C and D.</li> <li>- Compose using notations of a semibreve and quaver.</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to place the fingers and blow correctly to make the note B and A.</li> <li>- To play a simple tune using the notes B and A by changing the fingering.</li> <li>- To know how to place the fingers and blow correctly to make the note G.</li> <li>- To play a simple tune using the notes B, A and G by changing the fingering.</li> <li>- To play simple tunes with notes of long and short duration.</li> <li>- To understand what a quaver and semibreve notation is.</li> </ul>	<ul style="list-style-type: none"> <li>- Recorder Stage 2 (Yr5)</li> <li>- Recorder Karate (Y6)</li> </ul>

				<ul style="list-style-type: none"> <li>- To revise how to place the fingers and blow correctly to make the note B, A. and G</li> <li>- To play a simple tune using the notes B, A and G by changing the fingering.</li> <li>- To know how to place the fingers and blow correctly to make the note C.</li> <li>- To know how to place the fingers and blow correctly to make the note D.</li> </ul>	
	<b>Key Vocabulary</b>	Recorder, pitch, notation, note, crotchet, semibreve, quaver, and staff	<b>Deeper Learning</b>	Read musical notations for B, A, G, C and D to play a simple song with increasing confidence.	

Year 4

Year 5