



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 2		Key Text: Kick and Still I Rise	
		Enrichment Opportunities		Link to Euros 2024- Children will each have their own Euros team.	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
Kick by Mitch Johnson					
English	Ash-Cycle A- Autumn 2- Christmas Desert- Persuasian	<p>Reading</p> <ul style="list-style-type: none"> - Know that a summary is a brief statement or account of the main points. <p>Writing</p> <ul style="list-style-type: none"> - Know that a metaphor is a figure of speech that describes something by saying it is something else. - Know a range of causal conjunctions such as consequently, because, accordingly. <p>Spelling</p> <ul style="list-style-type: none"> - Know words where ‘au’ makes an ‘or’ sound. - Know words with ‘ie’ after ‘c’. 	<p>Reading</p> <ul style="list-style-type: none"> - Read a range of Ancient Greek myths. - Read about Ancient Greek Gods. - Use evidence in a text to make inferences. - Skim and scan to retrieve form a text. <p>Writing</p> <ul style="list-style-type: none"> - To use a planned success criterion to deliver writing. - To write a persuasive letter. - To proofread, edit and improve writing. - To use dictionaries to check spellings and use a thesaurus to help choose exciting vocabulary. - Use technology to find out about child labour in relation to sports brands. <p>Spelling</p>	<p>Reading</p> <ul style="list-style-type: none"> - Work out the meaning of new words by looking for clues around the word. - Summarise a text. - Retrieve from a text. - Draw inferences around characters and find evidence. <p>Writing</p> <ul style="list-style-type: none"> - To use metaphors. - To use causal conjunctions. - To research Amnesty International UK and child labour. <p>Spelling</p> <ul style="list-style-type: none"> - Words where ‘au’ makes an ‘or’ sound. - Words with ‘ie’ after ‘c’. 	Elder Class-Cycle A- Persuasive Letter

			<ul style="list-style-type: none"> - Learn words where 'au' makes an 'or' sound. - Learn words with 'ie' after 'c'. 		
Key Vocabulary	Metaphors, causal conjunctions, inference, retrieve		Deeper Learning	Use exaggeration in a persuasive letter.	
Still I Rise by Maya Angelou					
Ash-Cycle A-I Asked the Boy Who Couldn't See-Poetry	<p>Reading</p> <ul style="list-style-type: none"> - Know that a summary is a brief statement or account of the main points. <p>Writing</p> <ul style="list-style-type: none"> - Know different forms of bullying to express ideas in a poem. - Know that rhyme is the repetition of syllables typically at the end of a verse line. <p>Spelling</p> <ul style="list-style-type: none"> - Know words ending in 'tion'. - Know words where 'ei' can make an /ee/ sound. 	<p>Reading</p> <ul style="list-style-type: none"> - Use evidence in a text to make inferences. - Skim and scan to retrieve form a text. <p>Writing</p> <ul style="list-style-type: none"> - To write a poem. - Use a planned criterion to deliver writing. - To proofread, edit and improve writing. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words ending in 'tion'. - Learn words where 'ei' can make an /ee/ sound. 	<p>Reading</p> <ul style="list-style-type: none"> - Research vocabulary and check a text makes sense by discussing their understanding and explaining the meaning of words in context. - Identify main ideas drawn from more than one paragraph and summarising these. - Ask questions to improve understanding. - Retrieve and make inferences about a text. <p>Writing</p> <ul style="list-style-type: none"> - Identify themes in poems. - Participate in discussion about poems. - To investigate rhyming words. <p>Spelling</p> <ul style="list-style-type: none"> - Words ending in 'tion'. - Words where 'ei' can make an /ee/ sound. 	Elder-Cycle A-If by Rudyard Kipling-Poetry	
Key Vocabulary	Bullying, rhyme, repetition		Deeper Learning	Include personification in the poem.	

Maths	<ul style="list-style-type: none"> - Geometry: Properties of Shape - Geometry: Position and Direction - Measurement: Converting Units of Volume 	Select the files to the right for more detailed guidance.	Yr4 5 Shape Yr4 5 Position and Direction Yr4 5 Converting Units		
Do all electrical appliances work in the same way?					
Science (Electricity)	Yr3- Forces	<ul style="list-style-type: none"> - To know that many common appliances need and use electricity to run including kettles, lights and fridges. - To know that a simple series needs cell/battery, wires, bulb/buzzer and possibly a switch. - To know how to draw a circuit not using conventional symbols. - To know that a lamp will light up if a circuit is complete including a power source and is completely connected. - To know if a circuit is broken or there is no power in the battery, the lamp will not light up. - 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. - To know that an electrical conductor will allow electricity to pass through. - To know that an insulator does not allow electricity to pass through such as plastic, wood and rubber. - To know that electricity is dangerous because it can cause fires, burns, electrical shocks and even death. 	<ul style="list-style-type: none"> -To construct a simple series circuit. - to explore what happens when a switch is open in a circuit. -to explore which materials, make a good electrical conductor. - to explore which materials are insulators. - to create a poster/leaflet to explain why electricity is dangerous. - to record results in a table/ bar chart. 	<ul style="list-style-type: none"> - To identify and name appliances that require electricity to function. - To construct a series circuit. - To identify and name the components in a series circuit. - To draw a circuit diagram. - To predict and test whether a lamp will light within a circuit. - To describe the function of a switch in a circuit. - To describe the difference between a conductor and insulators, giving examples of each. - To recognise if all metals are conductors of electricity. - To use diagrams, keys, bar charts and tables; using scientific language. - To use findings to report in different ways, including oral and written explanations, presentation. - To draw conclusions and suggest improvements. - To make a prediction with a reason. 	Yr6- electricity
	Key Vocabulary	cells - wires - bulbs - switches - buzzers - battery - circuit - series - conductors - insulators	Deeper Learning	To investigate a given simple circuit and identify/ fix the error to make it work.	

How did the Ancient Greeks shape our lives today?					
History (Ancient Greece)	Romans (Cycle B, Ash) Local Area (Cycle A, Ash) Ancient Egyptians (Cycle A, Ash)	<ul style="list-style-type: none"> - To know that Ancient Greece was a period between 700- 480BC - To know that we're still using ancient Greek ideas in maths, science and art. - To know our alphabet is based on the Greek one. Hundreds of words we use come from the Greek language. - To know Ancient Greeks created democracy which we still use in Britain today. - The Ancient Greeks made new inventions like the water wheel, the alarm clock, the catapult and even vending machine. - The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing. - The Olympic Games were started in Ancient Greece and held in Olympia and held every 4 years. - The Greeks loved to watch races in a big sports stadium. We continue this today. 	<ul style="list-style-type: none"> - To order civilisations previously learnt. - To order inventions and creation of new ideas within time periods. - To explain how Ancient Greeks founded many important ideas and inventions we still use today. - To consider how later inventions were inspired by the Ancient Greeks. - To explain how the Ancient Greeks started the Olympics. - 	<ul style="list-style-type: none"> -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 some of the things studied from past influence life today. - To use a variety of evidence to build a picture of past events, using books and the internet for research. - To identify changes and links within and across the time periods studied. 	Shang Dynasty (Cycle B, Elder) Mayans (Cycle B, Elder)
	Key Vocabulary		Deeper Learning		
Art (Sculpture)	Ash-Sculpture-Cycle A	<ul style="list-style-type: none"> -To know that clay is a natural resource, that it can be moulded and then the shape will keep that shape and harden. -To know that mixing water with clay can produce a 'slip'. -To know that slabbing involves stamping patterns into a slab and that coiling involves 	<ul style="list-style-type: none"> -To use computing skills to research. -To experiment with joining clay, extending and modelling other shapes. -To be able to explain their own design and plan for sculpture. 	<ul style="list-style-type: none"> -To research existing ideas and patterns. -To plan and design a clay - model from imagination. -To join clay adequately and construct a simple base for extending and modelling other shapes. 	Elder-Sculpture-Cycle A

		<p>making long cylinder 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.	-To shape form, model and construct a Greek bowl from imagination.	
	Key Vocabulary	Shape, form, model, construct, malleable,	Deeper Learning	To combine recycled, natural and manmade materials to create sculptures.	
PSHE (Safety and the Changing Body)	<u>Year 4</u>				
	<ul style="list-style-type: none"> - Show an understanding that they must consider their own safety before helping others in an emergency situation (Yr3). - Understand how to help someone who has been bitten or stung (Yr3). 	<ul style="list-style-type: none"> - Understand that there are risks to sharing things online. - Know the difference between private and public. - Understand the risks associated with smoking tobacco. - Understand the physical changes to both male and female bodies as people grow from children to adults. - Know that asthma is a condition that causes the airways to narrow. 	<ul style="list-style-type: none"> - Discuss how to seek help if I need to. - Explore what to do if an adult makes me feel uncomfortable. - Learn about the benefits and risks of sharing information online. - Discuss the benefits of being a non-smoker. - Discuss some physical and emotional changes during puberty. - Learn how to help someone who is having an asthma attack. 	<ul style="list-style-type: none"> - To understand the reasons for legal age restrictions. - To understand how quickly information can spread on the internet and some of the risks associated with that. - To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. - To understand the difference between private and public, and secrets and surprises. - To understand how search engines work and whether information is useful. - To understand the changes they have already gone through and aware of some changes to come. - To understand that they will change physically as they develop into adults. <p>Know</p>	<ul style="list-style-type: none"> - To accurately name all the relevant parts of the body (Yr5). - To understand the changes their own gender will go through during puberty (Yr5).

<p>Key Vocabulary</p>	<p>Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco</p>	<p>Deeper Learning</p>	<p>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.</p>	
<p>Year 5</p>				
<p>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack (Yr4). - To understand the difference between private and public, and secrets and surprises (Yr4).</p>	<p>- Know the steps to take before sending a message online (using the THINK mnemonic). - Know some of the possible risks online. - Know some strategies I can use to overcome pressure from others and make my own decisions. - Understand the process of the menstrual cycle. - Know the names of the external sexual parts of the body and the internal reproductive organs. - Know that puberty happens at different ages for different people. - Know how to assess a casualty's condition.</p>	<p>- Develop an understanding of how to ensure relationships online are safe. - Learn to make 'for' and 'against' arguments to help with decision making. - Learn about the emotional changes during puberty. - Identify reliable sources of help with puberty. - Learn about how to help someone who is bleeding.</p>	<p>- To understand what is safe to share online and what to do before sending a message. - To identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. - To accurately name all the relevant parts of the body. - To understand the changes their own gender will go through during puberty. - To list the range of changes they will go through during puberty. - To assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. - To understand that other people can influence our decisions but we have the right to make our own choices.</p>	<p>- Understand the menstrual cycle and that a male and a female are needed to conceive a baby (Yr6). - Understand that a baby changes in the womb and some of the baby's requirements during the first months of life (Yr6).</p>
<p>Key Vocabulary</p>	<p>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</p>	<p>Deeper Learning</p>	<p>Why is peer pressure dangerous? What impact can it have on people?</p>	
<p>Athletics</p>				

Physical Education (Athletics and Striking and Fielding: Rounders)	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Ash Summer 2 (Cycle A)	- Know which objects require which type of throw. - Know how to hold a baton/quoit to allow it to be passed to a partner quickly. - Know how different body parts can help us run at speed. - Know how to use arms to propel body forward when jumping for distance.	- Use a range of throwing actions effectively. - Jump from two feet to two feet for distance. - Work effectively in a team to move a quoit/baton quickly. - Combine a hop, step and a jump to travel for distance. - Choose the most appropriate throwing technique for given objects.	- To throw using a pull action. - To explore different running techniques. - To throw using a push action. - To perform the sling throwing action. - To develop jumping actions (two feet to two feet for distance) - To throw for distance using a pull, push and sling throw. - To pass a quoit/baton to a teammate in a relay. - To perform a hop, step and jump. - To perform a combination of 5 jumps	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Elder Summer 2 (Cycle A)	
	Key Vocabulary	Pull action, push action, sling throw, techniques, distance, quoit, baton.	Deeper Learning	Children perform running, jumping and throwing actions with efficiency and can suggest ways to improve own or others' performance.		
	<u>Striking and Fielding - Rounders</u>					
	- Striking and Fielding: Maple Summer 1 and 2 (Cycle A) - Striking and Fielding: Ash Summer 2 (Cycle A)	- Know an underarm throw is used for accuracy over a short distance. - Know the correct technique for catching a ball moving through the air over a long distance.	- Throw an underarm throw accurately towards a target. - Strike a ball using a bat from a tee or via a drop feed. - Make choices about where to stand to field a ball in a striking and fielding game. - Suggest ways of improving my own and others' performance.	- To demonstrate an underarm throw with accuracy. - To catch a ball in a striking and fielding game. - To strike a ball from a tee or a drop feed. - To catch a ball in a striking and fielding game. - To apply a simple tactic in a striking and fielding game. - To make a simple assessment of their own performance based on the success criteria.	- Striking and Fielding: Elder Summer 2 (Cycle A) - Striking and Fielding: Maple Summer 1 and 2 (Cycle A)	
Key Vocabulary	Underarm, accuracy, tee, tactics, success criteria.	Deeper Learning	Children can strike a ball confidently, finding space to maximise gains. Children show a more developed awareness of tactics in striking and fielding games.			
Do people need laws to guide them?						

Religious Education (Judaism)		<p>-To know the Torah is a holy book.</p> <p>-To know the Torah is made up of the first five books of the Christian Bible.</p> <p>-To know the Torah contains Jewish history and rules for Jews to follow.</p> <p>-To know the rules for taking care of the Torah is.</p> <ul style="list-style-type: none"> - Having a special place to store the Torah. - People must always be fully dressed and respectfully behaved while in the room where the Torah is being stored. - One may not sit or stand on a chair, table or bed which the Torah is lying upon. - The Torah should always be held upright, resting against the right shoulder. - 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. - 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. - A Torah scroll may never be placed on the ground. - No other item should be placed on top of a Torah. - A Torah should always be placed upright; never upside down or on its face <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.</p> <p>-To share ideas about books that may have given us guidance.</p> <p>-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?</p> <p>-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.</p> <p>-To discuss why we need rules at school. To discuss what would happen if we didn't have rules at school.</p> <p>-To collate information about how and why the Torah is special.</p> <p>-To retell the story of Adam and Eve from the Torah.</p> <p>-To know about the festival of Simchat Torah.</p>	Elder-
	Key Vocabulary	Judaism, Torah, guidance, rules, festival, holy.	Deeper Learning	To compare the Torah to other holy books. To discuss similarities and differences of the Torah and Bible.	

French (Sports: Likes and Dislikes)	Sports – Likes and dislike: Maple Summer 2 (Cycle A)	<ul style="list-style-type: none"> - Know that Je déteste means I hate. - Know that J’aime means I like. - Know that J’adore means I love. - Know that Je n’aime pas means I do not like. - Know that Quele sports aimes-tu? means What sports do you like? - Know the French words for common sports (see vocab list below). 	<ul style="list-style-type: none"> - Ask the question Quele sports aimes-tu? and understand the answer. - Answer the question Quele sports aimes-tu? with confidence. - Recognise if a sentence is in the present tense. - Hold a simple conversation about sporting likes and dislikes. 	<ul style="list-style-type: none"> - To know the French words for common sports. - To discuss which sports I like and dislike. - To explore patterns and sounds of language through rhyme. - To ask and answer simple questions to give basic information, e.g. name, age. - To understand when a sentence is spoken in the present tense. - To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. - To develop pronunciation using familiar words and phrases. 	Further conversational French across Yr6.
	Key Vocabulary	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...	Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions with increasing confidence.	

Year 4

Year 5