





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Spring 1		Key Text:	Operation Gadgetman by Malorie Blackman
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Zoo by Anthony Browne					
English	Aladdin and the Enchanted Lamp Ash	Reading -Know how to justify responses with evidence. -Know author’s select language for effect. -Know how to justify responses using evidence and explanations Writing -Know cohesion is how a text flows clearly using cohesive devices. -Know modal verbs indicate the likelihood of something happening. -Use parenthesis with the correct punctuation. -A relative clause includes extra information and starts with a relative pronoun. Spelling -Know a range of words ending in sion, ous and challenge words.	Reading -Justify responses to the text using point and evidence -Analyse a text looking at the use of language. -Demonstrate a range of active reading strategies. -Justify opinions and elaborate by referring to the text using point, evidence and explanation. -Identify how language contributes to meaning. Writing -To link ideas across paragraphs using adverbials of time, place and number -Indicate degrees of possibility using adverbs or modal verbs. -Use brackets, dashes or commas to indicate parenthesis.	Reading -To justify responses and opinions about the text using point, evidence and explanation. -To demonstrate a range of active reading strategies. -To make comparisons within a text. -To analyse a text focussing on the author’s choice of language. Writing -To use cohesive devices to link ideas across paragraphs. -To show degrees of possibility using adverbs and modal verbs. -To create sentences with parenthesis using brackets, dashes or commas. -To use relative clauses which start with a relative pronoun. Spelling	Kensuke’s Kingdom Elder

		-Know a range of words ending in able, challenge words and adverbs of time.	-Use relative clauses beginning with who, which, where or an omitted relative pronoun. Spelling -If a base word ends in 'd,' 'de,' or 'se,' the suffix 'sion' is used. -The base word which ends in e will remain when adding the suffix able.	-To spell challenge words which are irregular spelling words. -To spell words ending in 'sion' -To spell words ending in 'ous.' -To spell words ending in 'able.' -To spell words that are adverbs of time.	
	Key Vocabulary	Cohesion, cohesive devices, parenthesis, brackets, dashes, relative clauses, relative pronouns.		Enrichment Opportunities	Debate on zoos.
Hammer the Grammar / Short Adventure Stories					
	Story Openers Ash	Grammar -To know fronted adverbials can indicate when an action takes place or where it takes place. -To know a complex sentence includes a main clause and a subordinate clause. The subordinate clause can begin with 'ing,' and 'ed.' Writing -Features of an adventure story include suspense, risk or danger, hero-like character. -Cohesion is the linking of ideas across paragraphs to ensure writing flows clearly.	Grammar -To use fronted adverbials for when and where. -To use complex sentences using 'ing,' and 'ed.' Writing -To apply the features of an adventure story into their writing. -To select a range of sentence starters to make the story lively. -To use cohesive devices to create links across paragraphs. -To write a short adventure story.	Grammar -To create fronted adverbials for when and where. -To create complex sentences starting with 'ing,' and 'ed.' Writing -To identify the features of and adventure story. -To use a range of sentence starters (fronted adverbials, adverbs and complex sentences) -To link ideas across paragraph using cohesive devices. -To write a short adventure story.	Short historical story Elder
	Key Vocabulary	Fronted adverbials, complex sentences, cohesion, adverbs, adventure.		Enrichment Opportunities:	Story sharing session.
Maths	- Multiplication and Division - Fractions		Select the files to the right for more detailed guidance.	 Year4_5_Multiplication-and-Division.pdf	 Year4_5_Fractions.pdf
Science	What are sounds and how can we hear them?				

(Sound)	<p>To know sound is a form of energy that can be heard by living things</p> <p>To know that sound is produced when something vibrates</p> <p>To know a vibrating object makes the air or material next to it vibrate as well, so the vibrations travel through the air</p> <p>To know sounds travel in a wave</p> <p>To know that sound can travel through a variety of materials (wood, brick, water, and glass) but not through a vacuum</p> <p>To know we hear sounds when vibrating air hits our ear drums and the vibration is picked up by our brains</p> <p>To know the pitch is the highness or lowness of a note</p> <p>To know the pitch of the sound is due to the frequency of the vibration. Frequency is the number of vibrations per second. If the particles vibrate quickly the sound produced will be high</p> <p>To know the shorter the vibrating object, the higher the pitch of the note</p> <p>To know the larger the vibrating object, the lower the pitch of the note - it is deeper</p> <p>To know the tighter the string or elastic band, the higher the pitch of the note</p> <p>To know the harder you hit something, the more energy the vibrations have so the louder the sound</p> <p>To know the vibrations lose energy as they travel further and further</p> <p>To know that sounds get fainter as the distance from the sound source increases</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<ul style="list-style-type: none"> - To describe how sound is made. - To explain how sound travels from a source to our ears. - To explain the place of vibration in hearing. - To explore the correlation between pitch and the object producing a sound. - To explore the correlation between the volume of a sound and the strength of the vibrations that produced it. - To describe what happens to a sound as it travels away from its source. - To work out which materials provide the best insulation. 	Sound Year 4
	Key Vocabulary	<p>volume - vibration - wave - pitch - tone - speaker - source</p>	Enrichment Opportunities:	<p>Create their own sound telephones and investigate that sounds get fainter as the distance from the sound source increases</p>

Art (Painting)	<p>Year 3- To experiment using different effects and textures including blocking in and colouring washes.</p>	<ul style="list-style-type: none"> -Know that acrylics tend to be brighter and more vibrant than watercolours. -Know that complementary colours sit across from each other on the colour wheel, for example, green and red. -Know that you can lighten paint colours by adding a little bit of yellow or darken them by adding a little blue. - Know a range of Van Gogh paintings where watercolour has been used. -Know a range of Andy Warhol paintings where acrylic has been used. 	<ul style="list-style-type: none"> -Experiment with a range of paints including acrylic and watercolour to find out which I enjoy working with best. -Use different tools such as sticks and spatulas as well as brushes to apply paint to create different texture. -Identify and work with complementary and contrasting colours. - Experiment using white and black to practice creating different shades of blue, grey and other cool colours. 	<ul style="list-style-type: none"> -To experiment using different effects and textures including thickened paint. - To mix and use tints and shades to create moods and expression. - To mix and match colours to create atmosphere and light effects. -To plan what media and materials are needed for my final painting. -To create artwork using a variety of sources including observation pieces and themes. -To develop a painting from a drawing. 	<p>Year 6-Explaining their choices when completing a painting piece.</p>
	Key Vocabulary	Tone, lighter, darker, tint, mood, expression		Enrichment Opportunities:	Cross curricular opportunity- learning outside the classroom and observational drawing of nature which could then be painted.

Computing (Online Safety)	Ash Class: Spring 1: Cycle A	<ul style="list-style-type: none"> -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 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. 	<ul style="list-style-type: none"> -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 explain and respond to unsafe online behaviour. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - Online Safety: Elder, Autumn 1, Cycle B. - Online Safety: Computing: Autumn 2
	Key Vocabulary	Spam, plagiarism, cite,		Enrichment Opportunities:	Share new understanding with the rest of the school in assembly.
French (Places in Town)	Year 3 - To say words and phrases that match pictures. Year 4 - To ask and answer simple questions to give basic information	<ul style="list-style-type: none"> -Know different French rhymes to help remember vocabulary - Know how to say the French vocabulary for the buildings in my town. -Know how to ask and answer simple questions about where places are in the local area. -Know how to write familiar phrases within a writing frame using the correct spelling in French. -Know how to hold a simple conversation about places in town and to answer using the correct French. -Know how to identify key vocabulary in a short-written passage. 	<ul style="list-style-type: none"> - To explore patterns and sounds of language through rhyme. -To read and understand simple written phrases. - To ask and answer simple questions to give basic information. - To write simple, familiar phrases within a sentence writing frame. - Understand the main points from a short, written passage. - Identify how to hold a simple conversation by asking and answering questions about places in town. 	<ul style="list-style-type: none"> -To identify the vocabulary for places in town in French. -To be able to locate places in town by reading short written phrases. -To be able to locate places in town by identifying the main points in a short-written paragraph. -To be able to write short sentences about where places are in the local area. - To understand how to apply French phrases to ask and answer simple 	Year 5 - To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. Year 6 - To take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency.

		-Know how to use previous phonic knowledge to develop pronunciation.	- Develop pronunciation using familiar words and phrases.	<p>questions about the local area.</p> <p>-To understand how to hold a simple conversation by asking and answering questions about the local area.</p> <p>-To show an awareness of pronunciation using familiar words and phrases.</p> <p>-To create a school poster using familiar phrases and vocabulary about the local area.</p>	
	Key Vocabulary	un centre commercial, un supermarché, un magasin, un restaurant, un musée, un hôpital, un gare, un parc		Enrichment Opportunities:	To create a school poster about the local area (places in town) using French vocabulary.
PSHE	Health and Wellbeing				

(Health and Wellbeing)	Ash Year 3 /4 Health and Wellbeing Cycle A	<ul style="list-style-type: none"> -Relaxation helps our bodies to feel calm. -A strength is a quality that someone has that helps them. -A goal is something I want to achieve in the future. -Consent is asking for, and receiving, a person's permission to do something. -Mental health includes our emotional, psychological and social wellbeing. 	<ul style="list-style-type: none"> -Identify strengths in their peers' work. -Describe a calm place that helps them to feel relaxed. -Write or describe their strengths and how they could use these in school. -Describe how they would break a problem down into small, achievable goals. -Understand the range of emotions we can experience. -Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries. -Understand what mental health is and that sometimes people might need help. 	<ul style="list-style-type: none"> - To understand what relaxation feels like; To understand that relaxation techniques can be used anywhere. - To identify my own strengths and begin to see how they can affect others. - To break down barriers into smaller, achievable goals. - To understand a range of emotions. - To recognise when to give consent. - To begin to understand what mental health is and who can help if they need it. 	Year 5/6 Cycle A Health and Wellbeing
	Key Vocabulary	-relaxation –strengths –barriers –goals – emotions –consent –mental health - boundaries	Enrichment Opportunities:	Create a daily 'emotions check in' chart to encourage the class to consider their own and others' emotions.	
Physical Education	Dance: Ironman				
	<ul style="list-style-type: none"> -To be able to perform in unison. -To be able to create dance to depict an event. 	<ul style="list-style-type: none"> - Know what a connected shape is and how to make one using their bodies. - Know the difference between usual and unusual movements and the effects they have in dance. - Know the meaning of duet. - Know how movement can express characters feelings and actions. 	<ul style="list-style-type: none"> - Use bodies to create shapes. - Use bodies to create a variety of movements. - Perform duet which expresses characters. - Use patterning and timings to perform duets. 	<ul style="list-style-type: none"> - To be able to copy movements accurately and work as a team to create a still, connected shape with their bodies. - To be able to teach movements to others. - To demonstrate unusual movements and keep in time with others and music. - To perform a well-structured duet which expresses character and explores patterning and timing. 	To be able to create a duet that demonstrates a range of choreographic techniques.
Key Vocabulary	Connected shape, usual and unusual movement, duet, patterning, timing.	Enrichment Opportunities:	To be able to depict emotions in Ironman through movement.		
How do Sikhs express their beliefs and values?					

Religious Education (Sikhism)	<p>Ash- Why are the Gurus important to Sikhs?</p>	<p>-To know Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order.</p> <p>-To know the key Sikh principles are:</p> <ul style="list-style-type: none"> • the complete equality of men and women everywhere; • sewa: service to God, to the community of Sikhs and to the community at large; • kirat karna: earning one's living by one's own efforts and by a livelihood which is honest; • vand chakna: sharing one's time, talents and earnings with the less fortunate. <p>- To know that Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment).</p> <p>-To know the Langar is the community kitchen of a gurdwara, which serves meals to all free of charge, regardless of religion, caste, gender, economic status, or ethnicity.</p>	<p>-To reflect on their own concept of living a good life and how this influences the way that they treat others</p> <p>-To discuss how our outward behaviour reflects our inner beliefs, values and commitments</p> <p>-To discuss own thoughts and feelings about equality and justice</p>	<p>-To discuss the importance of how we view and behave towards others.</p> <p>-To understand the 5 K's of Sikhism and discuss what these symbolise for Sikhs.</p> <p>-To know who Guru Nanak was and why he is important to Sikhs.</p> <p>-To be able to retell the story of the 'Blood and Milk'. To identify the Sikh beliefs and values that are demonstrated by the story,</p> <p>-To know and understand the importance of the key principles of Sikhism.</p> <p>-To know what Langar is.</p>	KS3- Sikhism
	Key Vocabulary	Sikhism, commitments, influences, beliefs, equality, morals.	Enrichment Opportunities:	-To visit a local Sikh Gurdwara.	