



Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class)		TERM: Spring 1		Key Text: Cosmic by France Cottrell-Boyce Mars Transmission-Non-Fiction	
				Enrichment Opportunities: Space Art	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
Cosmic by Frank Cottrell Boyce (Science Fiction)					
English	Wolves in the Wall- Ash Class- Cycle A- Suspense	Reading - Know that retrieval is picking out information from a text. Writing - Know that a relative clause is a type of subordinate clause that gives extra information about a noun. - Know relative pronouns like who, whom, which, that or whose. - To know a range of modal verbs such as would, should, will could. - To know where to put punctuation in dialogue. Spelling - Know a range of words ending in lly - Know a range of words ending 'able' and 'ible'	Reading - Use a combination of skimming, scanning and close reading across a text to locate specific detail. - Explain the effect on the reader of the authors' choice of language. - Ensure predictions are backed up with reasoning. Writing - Develop a bank of synonyms for the word 'said'. - Choose from a bank of relative pronouns and modal verbs. - To use a planned success criterion to deliver writing. - Write a story. - Proofread, edit and improve writing. Spelling - Learn words ending in lly	Reading - To make predictions. - To retrieve information from a text. - To explain the meaning of words in context. - To explain how meaning is enhanced through choice of words and phrases. Writing - To create relative clauses - To identify and use modal verbs. - To be able to punctuate dialogue and use a variety of reporting clauses. Spelling - Words ending in lly - Words ending 'able' and 'ible'	The Firework Maker's Daughter by Phillip Pullman- Elder Cycle B-Adventure

- Learn words ending 'able' and 'ible'

Key Vocabulary

Relative clause, modal verbs, dialogue

Deeper Learning

To include complex sentences in my independent write.

Mars Transmission (Journal)

The Gardener-Ash Class Cycle A- Letter

Reading
 - Know that retrieval is picking out information from a text.
 - Know that a summary is a brief recollection or account of the main points of a piece of writing.

Writing
 - Know a range of features of a transmission report.
 - Know that acronyms are an abbreviation.
 - Know precise verbs, for example, 'glance', 'observe' or 'peer' rather than 'look'.

Spelling
 - Know words where 'ch' makes s /sh/ sound
 - Know words ending 'ably' and 'ibly'

Reading
 - Research skills to find out about Mars.
 - Use a combination of skimming, scanning and close reading across a text to locate specific detail.
 - Explain the effect on the reader of the authors' choice of language.

Writing
 - To use a planned success criterion to deliver writing.
 - Write a journal/transmission.
 - Proofread, edit and improve writing.



Spelling
 - Learn words where 'ch' makes s /sh/ sound
 - Learn words ending 'ably' and 'ibly'

Reading
 - To summarise
 - To retrieve information from a text.
 - To explain the meaning of words in context.
 - To explain how meaning is enhanced through choice of words and phrases.
 - To research Scientific vocabulary about Mars.
 - Use research and reading skills to find out about Mars.

Writing
 - To know the features of a transmission report.
 - To create space acronyms.
 - To use precise verbs.

Spelling
 - Words where 'ch' makes s /sh/ sound
 - Words ending 'ably' and 'ibly'

Greta by Greta Thunberg-Elder Class Cycle B-Speech

	Key Vocabulary	Precise verbs, journal/transmission	Deeper Learning	Use my own home learning research to include in my journal.
Maths	- Multiplication and Division - Fractions	Select the files to the right for more detailed guidance.	 Yr 4_5 Multiplication-and-Div  Yr 4_5 Fractions.pdf	
Science (Earth and Space)	Does the sun move?			
	<p>Know that natural light comes from the sun.</p> <ul style="list-style-type: none"> - Know the planets and their relevance to the sun. - Know how the planets move. - Know how the moons movements relate to Earth. - Know how the movement of Earth and the moon creates night and day. - Know the meaning of spherical. 	<ul style="list-style-type: none"> - Use research skills to identify the movements of planets. - Use enquiry skills to form conclusions. - Use scientific knowledge to state whether evidence supports or refutes an argument or theory. 	<ul style="list-style-type: none"> - To describe and explain the movement of the Earth and other planets relative to the Sun. - To describe and explain the movement of the Moon relative to the Earth. - To explain and demonstrate how night and day are created. - To describe the Sun, Earth and Moon (using the term spherical). - To compare the time of day at different places on earth. - To create a shadow clock. 	<ul style="list-style-type: none"> - How are the planets in our solar system different? - Earth and the atmosphere (KS3)
	Key Vocabulary	Earth - Sun - Moon - axis - rotation - day - night - phases of the Moon - star - constellation	Deeper Learning	How do we know that planets move? Can you explain this scientifically?
DT (3D Printing)	Does the sun move?			
	<p>Elm-Talk about my design using ICT.</p> <ul style="list-style-type: none"> - Know that 3D printing is a way of creating three-dimensional objects using a computer. Know that it is created layer by layer. - Know that it is used in medicine, space, at home and for fashion. - Know that 3D is useful because it reduces material waste and can be used 	<ul style="list-style-type: none"> - Use computing skills to familiarise themselves with the Tinkercad interface by building models, connecting shapes and using tools. - Use computer skills to create a key ring by dragging shapes, resizing, selecting, aligning and adding text. 	<ul style="list-style-type: none"> - To understand what 3D printing is, why it is useful and analyse existing 3D products. - To practice computer aided design skills on Tinkercad including 	Year 5- Mechanisms and Mechanical Systems- To use computer aided design to show what a product will look like.

		to help people, for example, custom adaptations for wheelchairs.	<ul style="list-style-type: none"> - Use computer skills to create a biscuit cutter by dragging shapes, resizing, selecting, aligning and adding text. - Evaluate my product and suggest improvements. 	<p>rotation and scaling objects.</p> <ul style="list-style-type: none"> - To use computer aided design to show what a product (keyring) will look like. - To use computer aided design to show what a product (biscuit cutter) will look like. -To watch the 3D printing process and evaluate my product. 	
	Key Vocabulary	Tinkercad, 3D model, slicing, 3D print, safety, filament, keyring		Deeper Learning	To design a product of my choice on Tinkercad
Computing (Basic Skills)	Year 3	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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
		Key Vocabulary	Keyword, SHIFT, crop, edit, rotate,		Deeper Learning

				Manipulate image to create a particular purpose or for a particular task.	
Music (Listening and reviewing)	<p><u>Year 3</u> (Listening and reviewing)</p> <ul style="list-style-type: none"> - Listen to musical pieces and review moods <p><u>Year 4</u> (Listening and reviewing)</p> <ul style="list-style-type: none"> - Listen to pieces of music and share views on the instrument 	<ul style="list-style-type: none"> - To know the different musical families: woodwind, string, brass and percussion. - To know how to recognise different musical families in music. - To know different genres of music, have different instruments in to fit the genre. 	<ul style="list-style-type: none"> - Listen to different pieces of music and share views on the combination of instruments. - Identify woodwind, string, brass and percussion instruments in music. - Analyse different genres of music. - Identify a round within a song. 	<ul style="list-style-type: none"> - To recognise different musical families in a piece of music. - To understand different genres in music, have different instruments. - To understand how a piece of music can have variety of instruments and voices in. - To understand what a round is within a song. - To analyse and review a piece of music. - To analyse and review a variety of different genres in music. 	<p>Year 5 - To identify a round within a song.</p> <p>Year 6- To review the combination of 2 parts of a song.</p>
	Key Vocabulary	Genre, woodwind, brass, string, percussion, round.	Deeper Learning	To analyse the combination of 2 parts of a song.	
French (Greetings)	Ash Cycle B (Greetings)	<ul style="list-style-type: none"> - Know how to write greetings and phrases in French. - Know how to have a simple conversation about what age they are. - Know how to have a simple conversation about how someone is feeling. 	<ul style="list-style-type: none"> - Write simple, familiar phrases within a sentence writing frame. - Ask and answer simple questions to give basic information, e.g. name, age. - Hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. 	<ul style="list-style-type: none"> - To read and understand simple written phrases. To have a simple conversation about how old I am. - To have a simple conversation about how someone is feeling. 	<p>Year 5- Hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions.</p> <p>Year 6- Take part in a conversation about people, places, things or</p>

		<ul style="list-style-type: none"> - Know how to read and understand simple written greetings and phrases. - Know that verbs change to match a subject, e.g. 'to have' changes depending on the person spoken about: I have, you have, she has etc. 	<ul style="list-style-type: none"> - Develop pronunciation using familiar words and phrases. 	<ul style="list-style-type: none"> - To begin to use a French dictionary independently to broaden vocabulary. - 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. 	actions, including giving an opinion.
	Key Vocabulary	<p>bonjour, salut, au revoir, s'il vous plait, merci, ça va?, ça va bien, pas mal, Comment t'appelles-tu?, je m'appelle, quel âge as-tu? Quelle est le date de ton anniversaire?, Mon anniversaire c'est le...</p>	Deeper Learning	To speak confidently in a conversation with increasing fluency.	
	Health and Wellbeing				
PSHE (Health and Wellbeing)	<p>Health and Wellbeing: Ash / Maple Class: Spring 1: Cycle B</p>	<ul style="list-style-type: none"> - Yoga is a system for training the body and mind and means 'union.' - Sleep gives your body rest and allows it to prepare for the next day. - Failure can feel uncomfortable but is an important part of success. - A short-term goals only takes a few days or weeks to achieve. - Long-term goals may takes years to complete and we work towards them all the time. 	<ul style="list-style-type: none"> - Know and use a range of yoga poses and techniques. - Recognise and talk about the benefits of sleep. - Describing a strategy to help manage their feelings of failure and to help them to persevere. - Set themselves goals and consider how they will achieve them. - Describe a range of feelings and two possible ways of dealing with a difficult situation. 	<ul style="list-style-type: none"> - To use yoga poses and breathing to relax. - To understand and communicate the benefits of sleep. - To understand the purpose of failure. - Know how to set short-term, medium-term and long-term goals. - To take responsibility for their own feelings and actions and to use vocabulary to describe these. 	<p>Health and Wellbeing: Maple / Elder Class: Spring 1: Cycle B</p>

	Key Vocabulary	Yoga, relaxation, meditation, thoughts, sleep, relax, quality, failure, succeed, goal, plan, achieve, destiny, choice, emotion, assertive.	Deeper Learning	- Describe different strategies to help manage the feelings of failure to help them to persevere. - Set themselves goals that are SMART and recognise things that may be a barrier to achieving their goals.	
Physical Education	Dance: Ironman				
	-To be able to perform in unison. -To be able to create dance to depict an event.	- 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.	- 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.	- 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.	Deeper Learning	To be able to depict emotions in Ironman through movement.	
Religious Education (Hindu Dharma)	What might Hindus learn from stories about Krishna?				
	Ash and Maple Autumn 1- Hindu Dharma What might a Hindu learn though celebrating Diwali?	- To know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees. - To understand the story of Prince Prahlad. - To know that devotion means showing love, loyalty and commitment to someone or something. - To understand the importance of colour when celebrating Holi. - To know Hindus celebrate Holi by throwing paint and coloured water in the streets. - To know that at Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality and that all people are believed to contain the energy of Brahman.	- To know there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) - To discuss how we might show loyalty in our own lives. - To discuss how we celebrate festivals in the UK - To suggest reasons why festivals may be celebrated different in India and the UK	- To consider how they decide what is 'true'. - To explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty - To describe and explain a variety of ways that Hindus might celebrate the festival of Holi - To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - To explain how Holi celebrations might express Hindu beliefs about equality	Elder- Autumn 1 Hindu Dharma Is there one journey or many?

	Key Vocabulary	Krishna, Brahman, Hindu Dharma, loyalty, devotion, Holi.	Deeper Learning	To create stories where there is an important message that could be described as a 'universal truth'.
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