





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class)		TERM: Autumn 2	Key Text:	The Lone Husky by Hannah Gold Float by Daniel Miyares Explanation text	
			Enrichment Opportunities:	School trip to Lunt Meadows	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Float by David Miyares (Novel)				
	Novel-Ash Class Cycle A	Reading -Know where to locate the contents page, index page and glossary. -Know the purpose of the contents page, index page and glossary. -Know that a summary is a brief recollection or account of the main points of a piece of writing. - Know how to skim and scan texts to locate key information and language. Writing -Know how to use an apostrophe and an 's' to show possession and that you can add an 's' to make a noun plural. -Know adverbial phrases describe the actions that follow.	Reading - Explain the effect on the reader of the authors' choice of language. -Use a combination of skimming, scanning and close reading across a text to locate specific detail. Writing -To use a planned success criterion to deliver writing. -Write a novel. -Proofread, edit and improve writing. Spelling -Can add sub to the front of a word without changing its spelling. -Use ant and ance/ancy if there is a related word with a sound in the right position	Reading -To make inferences and predictions based on a non-fiction front cover. -To use the contents page, index page and the glossary. -To summarise information and investigate an author's style of writing. -To retrieve from a text. -To ask questions about a text. -Make comparisons within and across texts. - To identify how language, structure and presentation contribute to meaning. Writing	Novel-Elder Cycle A-Spring 2

		<p>-Know how to place the correct punctuation in dialogue.</p> <p>-Know how to apply a range of adjectives to expand a noun phrase.</p> <p>Spelling</p> <p>-Know a range of words with 'sub' and 'inter'</p> <p>-Know a range of words with 'ant', 'ance' and 'ancy'.</p>		<p>-To know the grammatical difference between plural and possessive –s.</p> <p>-To expand noun phrases with modifying adjectives and preposition phrases.</p> <p>-To use fronted adverbials.</p> <p>-To use inverted commas and other punctuation to indicate direct speech.</p> <p>Spelling</p> <p>-Words with the prefix 'sub-' meaning 'below' or 'further divided'</p> <p>-Words with the prefix 'inter-' meaning 'between' or 'among'</p> <p>-Words ending in '-ant'</p> <p>- Words ending in '-ance' and '-ancy'</p>	
	Key Vocabulary	Plural, possessive, noun, prepositions, fronted adverbials, commas, direct speech.	Deeper Learning	Children combine skills to create sentences which use a variety of descriptive techniques	
	Hammer the Grammar/ Author's Adventures				
	Novel-Ash Class Cycle A	<p>Grammar</p> <p>-To know that technical nouns are specialised words we use with specific meanings.</p> <p>- To understand that words can have different meanings when used in a specialised subject e.g. area as a location and area in maths.</p> <p>-To know that modal verbs are 'helping verbs' that are always</p>	<p>Grammar</p> <p>-To create a bank of technical nouns around a specific topic.</p> <p>-To select appropriate technical nouns to suit the subject of my writing.</p> <p>-To create a word bank of modal verbs to indicate a range of possibilities.</p>	<p>Grammar</p> <p>-To use technical nouns.</p> <p>-To show degrees of possibility using adverbs and modal verbs.</p> <p>Writing</p> <p>-To identify the features of an explanation text.</p>	Novel-Elder Cycle A-Spring 2

	<p>followed by a main verb and they modify that verb.</p> <p>-To know that modal verbs indicate degrees of possibility</p> <p>Writing</p> <p>-To know that an explanation text is a non-fiction piece of writing which explains how or why something happens.</p> <p>-To know the main features of an explanation text (an introduction, logically sequenced paragraphs and a conclusion).</p> <p>Spelling</p> <p>-Know a range of words with 'ation' and 'ly'.</p> <p>-Know a range of words with 'ent', 'ence', 'able' and 'ible'.</p>		<p>-To select appropriate modal verbs to suit the likelihood of something happening.</p> <p>Writing</p> <p>-To read a range of explanation text to understand the purpose.</p> <p>-To highlight the main features and structure of an explanation text.</p> <p>-To identify supporting features of explanation texts (headings and subheadings, diagrams, labels, captions, numbered points).</p> <p>-To create a vocabulary bank of technical nouns and modal verbs to use in my own explanation text.</p> <p>Spelling</p> <p>-When a word ends in a 'y' change to 'i' before the suffix -ation is added.</p> <p>The silent 'e' at the end of a root word is dropped before adding -ation.</p> <p>- 'Emce', 'ent' and 'ency' are normally used when the preceding letter is either a soft c, soft g or qu.</p> <p>-Use the -able ending if there is a related word that ends in -ation and use the -ible ending when you can't hear a whole root word.</p>		<p>-To research a specific topic and plan each stage of my explanation.</p> <p>-To select appropriate language to suit the topic of my explanation (including technical nouns and modal verbs).</p> <p>-To use the features of an explanation text in my own writing.</p> <p>Spelling</p> <p>-Words with the suffix '-ation'</p> <p>- Words with the suffix '-ly'</p> <p>- Words ending in '-ent' and '-ence'</p> <p>- Words ending '-able' and '-ible'</p>	
	Key Vocabulary		Deeper Learning		To choose from brackets, dashes and commas to indicate parenthesis.	
Maths	<p>- Multiplication and Division</p> <p>- Length, Perimeter and Area</p>		Select the files to the right for more detailed guidance.		<div><div> Year-4-and-5-Mixed-Age-Autumn-Block-3-I</div><div> Year-4-and-5-Mixed-Age-Autumn-Block-4-I</div></div>	

Science (Living things and their habitats)	How can animals and plants be grouped?				
	Yr2- plants Yr2- Animals including humans Yr2- living things and their habitats Yr3- Plants Yr3- Animals including humans	- To know that a living thing is something that can grow, move, breathe and reproduce. - To know that classification means putting things into groups. - To know that living things can be divided into groups (classified) by looking at similarities and differences. - To know that changes to the environment can be both human and natural processes.	- To understand that environments can change and that this can sometimes pose dangers to living things. - To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - To research the work of famous pioneers such as Carl Linnaeus and talk about their findings.	- To group living things in different ways. - To use classification keys to group, identify and name living things. - To create classification keys to group, identify and name living things (for others to use). - To describe how changes to an environment could endanger living things. - To explore the work of pioneers in classification (e.g., Carl Linnaeus).	Yr5 - To describe the life cycle of different living things, e.g., mammal, amphibian, insect bird. - To describe the differences between different life cycles. - To describe the process of reproduction in plants. - To describe the process of reproduction in animals. - To compare the life cycles of local plants with those around the world (rainforest) - To create a timeline to indicate stages of growth in humans. - To describe some of the changes experienced in puberty
	Key Vocabulary	-classification –environment - vertebrates - fish - amphibians - reptiles - birds - mammals - invertebrates - snails - slugs - worms - spiders - insects - environment - habitats	Deeper Learning	Children can classify unfamiliar species accurately using careful observation.	
History (Anglo-Saxons)	What did discoveries from Sutton Hoo reveal about the Anglo-Saxons?				
	-Romans -Pendle Witches - Stone Age/ Iron Age - British monarchs - Ancient Egyptians - The Plague (Ash)	-To know that the Anglo- Saxon period was from 410-1066AD. - In a bid to save the country the King asked two brothers called Hengest and Horsa from Jutland (Denmark today) to come and fight for him. They agreed, but then they decided that they wanted the land for themselves.	- To sequence Anglo Saxon period in relation to other periods and events. - To understand why they are called the Anglo- Saxons. - To understand how Britain was divided and ruled. - To consider what Sutton Hoo burial site can reveal about how the Anglo- Saxons.	- To know and sequence key events within a time period. - To identify changes and links within and across the time periods studied. -To construct informed responses about the past from a range of sources by	-The Tudors -WW2 -Titanic -The Mayans - Crime and Punishment (Elder)

		<ul style="list-style-type: none"> - Hengest and Horsa led tribes to take over the land. They are known to us as the Anglo Saxons because the two biggest tribes were the Angles and the Saxons. - The land they settled in was 'Angle-land', or England. - Britain was divided in to seven kingdoms (Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia). -To know that the dead were often buried with their possessions to take with them in the afterlife. -To know that in 1939, archaeologists discovered a burial site of an Anglo-Saxon King in Suffolk called Sutton Hoo which revealed lots about Anglo- Saxon Britain. - To know Anglo Saxon villages were positioned by a water source such as a lake or a river. - To know everyday jobs including clearing and ploughing the ground, grinding flour to make bread and growing crops and tending to livestock. There were more specialised jobs like blacksmiths, jewellers and woodworkers. -To know that Early Anglo-Saxon religion was paganism (many Gods worshipped) but they later converted to Christianity. 	<ul style="list-style-type: none"> - To use artefacts, sources and evidence to explain how the Anglo- Saxons lived. - To consider how the Anglo- Saxons changed Britain still today. 	<p>selecting and organising historical information</p> <ul style="list-style-type: none"> - To begin to recognise why some events and people are judged as more significant than others. - To present historical information in a range of different ways (e.g. writing, drawing, data handling, drama). - To address historically valid questions about change, cause, similarity and difference, and significance 	
--	--	--	--	--	--

	Key Vocabulary	Britain, settlement, village, Anglo Saxons, invasion, tribes, settlers, leader, War chief /Cyning. monarch, Kingdom Bretwalda Northumbria, Wessex, Mercia, Kent, East Anglia, burial, artefacts, burial.		Deeper Learning	To consider how the Viking period was similar and different.
Geography (Water Cycle)	What is the water cycle process and how does it affect us?				
	What are volcanoes and why do they happen? (Physical Geography Ash)	-To name the three states of matter: solid, liquid and gas. -To know the four stages of the water cycle: precipitation, condensation, evaporation and collection. -To know that clouds are formed when water vapor, an invisible gas, turns into liquid water droplets. -To know that water is cleaned by using filters to remove and dissolve particles and germs. -To know that flooding can occur when the amount of rainfall is larger than the ground can absorb. -To know that water pollution happens when harmful substances get into a body of water.	-To sequence the stages of the water cycle. -To explain the effects flooding can have e.g. loss of life, pollution. -To explain the effects of water pollution e.g. food chain, illnesses.	-To know the three states of matter are solid, liquid and a gas. -To explain the sequence of a water cycle. -To know how clouds are formed. -To know how precipitation happens. -To explain how and why drinking water is cleaned. -To identify the causes and effects of flooding. -To understand the causes and effects of water pollution.	How are coasts and rivers a key part of our world? (Physical Geography)
	Key Vocabulary	Precipitation, condensation, evaporation, collection, flooding, water pollution, water vapour, contamination.		Deeper Learning	To consider how humans can have an impact on the water cycle.
Music (Performing)	Y3 Performing and Singing Y4 Performing and Singing	-Know the features of an effective ensemble performance. -Know how to sing a simple part of a song within an ensemble. -Know each role of an ensemble within a performance. -Know how to apply different textures into songs.	-Analyse features of an ensemble performance. - Maintain a simple part of a song within group. - Perform with awareness of what others in an ensemble are singing or playing.	-To identify features of an effective ensemble performance. -To know different parts of a song within an ensemble.	(Year 5) - To maintain a part in a song with 2 parts. (Year 6) - To show an awareness of the audience when performing.

		<ul style="list-style-type: none"> -Know how to maintain a part in a 2-part song. -Know effective performance strategies to reflect on their own performances. 	<ul style="list-style-type: none"> -Analyse different song textures and where they vary. - Maintain a part in a song with 2 parts. -Reflect and analyse the quality of their playing and learn from their performance. 	<ul style="list-style-type: none"> -To perform in an ensemble that has multiple parts. - To identify where the texture varies in a song or piece of music. -To perform a part of a song with 2 parts. 	<ul style="list-style-type: none"> - To confidently maintain a part in a song with 2 parts in front of an audience.
	Key Vocabulary	Verse, refrain (chorus), ensemble, lyrics, vocal parts, articulation, expression	Deeper Learning	-To adapt performing strategies to engage an audience.	
French (Birthdays)		<ul style="list-style-type: none"> -Know the French words for the 12 months of the year. - Know how to ask someone when their birthday is and tell them when mine is. -Know how to identify main points from a short-written passage about birthdays. -Know how to hold a simple conversation about age, months and birthdays. -Know how to use previous phonic knowledge to develop pronunciation. 	<ul style="list-style-type: none"> -Listen to and repeat rhymes. -Explore patterns and sounds of language through rhyme. - Understand simple written phrases. - Understand how to ask and answer simple questions to give basic information, e.g. When is your birthday? How old are you? - Understand the main points from a short, written passage. - Identify how to hold a simple conversation by asking and answering questions about birthdays. - Develop pronunciation using familiar words and phrases. 	<ul style="list-style-type: none"> -To identify patterns through rhyme. -To understand simple written phrases. -To understand how to ask and answer questions in French. -To understand the main points in a short-written passage. -To understand how to hold a simple conversation by asking and answering questions in detail. -To show an awareness of pronunciation using familiar words and phrases. 	(Year 5) <ul style="list-style-type: none"> - Understand the main points from a short, written passage. - Identify how to hold a simple conversation by asking and answering questions about birthdays. - Develop pronunciation using familiar words and phrases. (Year 6) <ul style="list-style-type: none"> - To understand the main points and some detail from a spoken passage on a familiar topic.
	Key Vocabulary	Quelle est le date de ton anniversaire? Mon anniversaire c'est le... Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Décembre	Deeper Learning	-To develop more accurate pronunciation when reading aloud.	

PSHE (Family and Relationships)	What does respect mean to you and how can it be demonstrated?				
	Families and Relationships: Maple and Ash: Cycle B	<ul style="list-style-type: none">- Respect means demonstrating a concern for people you interact with and treating them as equals.- Self-respect means you feel good about who you are, the types of choices you make, and the impact you have on others.- Marriage is a personal choice and a legal commitment.- A bystander is someone who happens to be there when something happens.- Discrimination is the unequal treatment of people based on a particular group they belong to.- Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.	<ul style="list-style-type: none">- Know why friends are important.- Understand what makes a good friend.- Explain how I can earn respect from my peers and from adults.- Explain when respect might be lost.- Understand that having respect for myself will help me make good choices.- Explain why people might decide to get married.- Explain how someone who is being bullied might feel.- Explain why gender equality is important.	<ul style="list-style-type: none">-To understand how to form and maintain positive relationships.-To understand what we mean by respect and why it is important.- To begin to understand self-respect.- To understand the concept of marriage.- To understand more about bullying and how to get help.- To recognise how attitudes to gender have changed over time.- To explore other people’s attitudes and ideas and begin to challenge these.	Families and Relationships: Maple and Elder; Cycle B
	Key Vocabulary	Friendship, respect, disrespect, self-respect, marriage, legal, bystander, discrimination, equality.		Deeper Learning	

Physical Education	Gymnastics: Gymnastics Activities 3				
	<ul style="list-style-type: none">-Know how to travel on hand and feet in different ways.-Know how to balance in front and back positions.-Know what a dish and arch shape are.-Know how to combine movements.	<ul style="list-style-type: none">-Use different travelling movements using hands and feet.-Use front and back positions to demonstrate balance.-Use dish and arch shapes in sequences.-Use balance to perform a one-foot balance (arabesque).	<ul style="list-style-type: none">-To be able to travel on hands and feet and hands.-To be able to balance in front and back support positions.-To be able to demonstrate the dish and arch shape.-To be able to combine travelling, jumping and balancing actions.	<ul style="list-style-type: none">-To perform shapes and balances with a partner.-To demonstrate counterbalance.-To demonstrate counter tension.	

		-Know what a sequence is and how to plan one. -Know what an arabesque is.	-Use planning to sequence movements for a performance.	-To be able to balance on one foot and perform an arabesque. -To be able to plan and perform a gymnastic sequence up to 6 actions.	
	Key Vocabulary	Travel, balance, front and back balance, arch, dish, point balance, arabesque.		Deeper Learning	Manipulate body to create an effect, when performing travel and/or balance.
	Dodgeball				
	Invasion Games: Ash Class: Spring 2, Cycle B	- Grip the ball with one hand (using the pads of the fingers rather than the palm), ensuring the fingers are spread for better control. - Throwing arm should be extended fully with the wrist following through in the direction of the throw. - Elbow should be slightly bent to provide power and control. - Differences in throwing at a moving vs. stationary target.	- One-handed passing involves refined hand-eye coordination and fine motor skills. - The importance of follow-through for control and precision.	- To demonstrate throwing a ball at a target using a one handed pass. - - To demonstrate throwing a ball at a target using a one handed pass with accuracy in a game situation.	Invasion Games: Elder, Autumn 2, Cycle B
	Key Vocabulary	Dodge, Throw, Catch, Elimination, Out, Safe, Rebound, Throwing Zone, Dodgeball Court, Defend, Block		Enrichment Opportunities	Organise a final dodgeball competition with a mini-league table where children can apply skills in a competitive situation.
Religious Education (Islam)	Why is the Qur'an so important to Muslims?				
	Summer 1- Islam Why do Muslims fast during Ramadan?	-To know that guidance means 'the help or advice given to somebody to solve a problem or pursue a chosen path'. -To know that authority is 'the power to give orders, make decisions or enforce obedience.' - To know that Muslims respect the Qur'an by 'completing Wudhu before touching the Qur'an; placing the Qur'an on a pillow or Qur'an stand; sitting in a	-To discuss people who are in our lives who provide us with guidance. - To know different sources of guidance, eg, parents, safety manuals, instructions. -To discuss a wide range of people who are in a place of authority within our lives.	-To discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority -To suggest when and why people might want guidance about how to live - To describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God	Year 5- Summer 1 Why Do Muslims Fast During Ramadan? Year 6- Spring 1 What is Hajj and why is it

		<p>respectful manner; holding the Qur'an with your right hand; reciting slowly.</p> <ul style="list-style-type: none"> - To know why Muslims respect the Qur'an. -To know that the Qur'an provides guidance to Muslims about how to live their daily life and how to be a committed Muslim. 			<ul style="list-style-type: none"> -To explain how the teachings of the Qur'an might influence the actions and choices of a Muslim -To explore Islamic beliefs about the Qur'an as the word of God -To explain how and why the Qur'an is a source of guidance for life for a Muslim - To Explain the impact of believing that the Qur'an is divine revelation -To describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets -To discuss who or what has guided them in their own beliefs, values and commitments -To reflect on what 'ultimate authority' might mean for them 	important to Muslims?
	Key Vocabulary	Guidance, authority, Qur'an, Muslims, respectful.		Deeper Learning	To be able to discuss if guidance is fact or opinion, true or biased.	