





Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Spring 2		Key Text:	The Whale by <i>Ethan and Vita Murrow</i> Emperor Penguins	
				Enrichment Opportunities:	Use of technology to research whales and penguins.	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning	
The Whale by Ethan and Vita Murrow (Mystery)						
English	<ul style="list-style-type: none"> - Wolves in the Wall (Suspense) Ash Class: Cycle A 	<p>Reading</p> <ul style="list-style-type: none"> - Know that a summary is a brief statement or account of the main points. - Know that a prediction is a guess using clues. <p>Writing</p> <ul style="list-style-type: none"> - Know that fronted adverbials are words or phrases at the beginning of a sentence, which are used to describe the action (verb) that follows. - Know that a complex sentence is made up of a main clause and a subordinate clause connected to each other with a subordinating conjunction. - Know that alliteration is when words start with the same sound. 	<p>Reading</p> <ul style="list-style-type: none"> - To use evidence in the text to make inferences about characters, thoughts, feelings and actions. - Compare characters within and across texts. - To use 'because' when giving reasons and ask questions about a text. - Skim and scan to retrieve from a text. <p>Writing</p> <ul style="list-style-type: none"> - To use a planned success criterion to deliver writing. - To write a story based on the same plot. - To proofread, edit and improve writing. 	<p>Reading</p> <ul style="list-style-type: none"> - Know how to summarise main ideas in a text and make predictions using what is already known. - To infer characters thoughts, feelings and actions. - To infer characters thoughts, feelings and actions and justify with evidence from the text using point and evidence. - To provide reasoned justifications for views and to pose questions about a text to deepened understanding. - To retrieve from a text. <p>Writing</p> <ul style="list-style-type: none"> -To use fronted adverbials to make complex sentences. 	<ul style="list-style-type: none"> - The Nowhere Emporium (Mystery) Cycle A: Elder 	

	<ul style="list-style-type: none"> - Know that expanded noun phrases add more detail to the noun by adding one or more adjectives. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of words ending in 'sion' - Know a range of words ending in 'able' where the 'e' from the base word remains. 	<ul style="list-style-type: none"> - To use a thesaurus to help choose exciting vocabulary. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words ending in 'sion' - Learn words ending in 'able' where the 'e' from the base word remains. 	<ul style="list-style-type: none"> -To use alliteration. -To use exciting adjectives and expanded noun phrases. <p>Spelling</p> <ul style="list-style-type: none"> - Words ending in 'sion' - Words ending in 'able' where the 'e' from the base word remains. 	
	Key Vocabulary	Fronted adverbial, complex sentence, alliteration, expanded noun phrase	Deeper Learning	To use expanded noun phrases with alliteration.
Emperor Penguins (Non-chronological Report)				
Muscles (Non-Chronological Report) Ash Class-Cycle B	<p>Reading</p> <ul style="list-style-type: none"> - Know that a newspaper has a range of features such as a headline, subheading, picture with captions and 5Ws. <p>Writing</p> <ul style="list-style-type: none"> - Know a range of features of non-chronological reports, for example, heading, subheadings, technical vocabulary and formal language. <p>Spelling</p> <ul style="list-style-type: none"> - Know a range of words ending in 'ous' - Know a range of words that are adverbs of time. 	<p>Reading</p> <ul style="list-style-type: none"> - Use skim and scan to retrieve from a text. - Explain why an author has used certain language and how this effects the reader. - Use clues in a text to explain key vocabulary. <p>Writing</p> <ul style="list-style-type: none"> - To label and annotate a non-chronological report. - Drawing on reading and research, create own plan for writing. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words ending in 'ous' - Learn words that are adverbs of time. 	<p>Reading</p> <ul style="list-style-type: none"> - Know the features of a newspaper. - To retrieve from a text. - To explain the authors' choice of language and the effect this has on the reader. - To explain the meaning of key vocabulary within the context of the text. <p>Writing</p> <ul style="list-style-type: none"> - Know the features of a non-chronological report. - Draw on reading and research. Note and develop ideas. - To use a colon to introduce a list or emphasise information. <p>Spelling</p> <ul style="list-style-type: none"> - Words ending in 'ous' - Words that are adverbs of time. 	- Everest (Non-Chronological Report) Elder- Cycle A

	Key Vocabulary	Heading, sub-heading, colon		Deeper Learning	Use semi colon and bracket as well as a colon.
Maths	- Multiplication and division - Length, area and perimeter		Select the files to the right for more detailed guidance.	 Yr4_5 Multiplication and division.pdf	 Yr4_5 Length perimeter and area.pdf
Science (Rocks)	What are rocks and what secrets can they hold?				
	Materials and their Properties: Yr2	- Rocks are made up of different minerals from the earth's crust. - There are three different types of rocks- igneous, sedimentary and metamorphic. - Name different kinds of rocks such as slate, chalk, granite and pumice. - To know how rocks are made. - To describe how soil is made.	- To compare and group different kinds of rocks on the basis of their appearance and simple features. - To describe how fossils are formed when things that have lived are trapped within rock. - To explore how rocks and plant matter combine to form soil. - To sequence the stages of how rocks are made.	- To compare and group rocks based on their appearance and physical properties, giving a reason - To describe how fossils are formed. - To describe how soil is made. - To describe and explain the difference between sedimentary and igneous rock. - To begin to relate the properties of rocks with their uses.	Materials and their Properties (Yr5/6)
	Key Vocabulary	- fossils - sandstone - soil - granite - marble - pumice - crystals - sedimentary - igneous		Deeper Learning	To explore and explain how rocks change over time.
Geography (European Study)	What are the similarities and differences between London and Paris?				
	Ash (Yr3/4) - How has London changed over time? Study of region in the UK.	- A capital city is where the government of that country is located. - Know the names of the biggest capital cities in Europe (Paris, London, Berlin, London, Berlin, Moscow) - Know Paris' physical features include rivers (Seine), two islands and forests.	- To identify ways to travel to Paris from London. - To use digital mapping to locate physical and human features in Paris. - To use four and six figure grid references when locating points of interest on a map. - To make comparisons between the climate and population of Paris and London.	- To locate the biggest capital cities in Europe. - To locate cities using the eight points of a compass. - To identify physical and human features in Paris using digital mapping and four and six figure grid references. - To make comparisons between the climate and	Elder (Yr5/6) - Why do the physical and human features differ in Brazil and the UK? South America study.

		<ul style="list-style-type: none"> - Paris' human features consist of the Eiffel Tower, Notre Dame, La Louvre, Pont des Arts - Know the names of the eight points of a compass. 	<ul style="list-style-type: none"> - To use and apply the eight points of a compass to identify the location of cities. - To compare and contrast Paris and London thinking about which capital city you would like to live in and why. 	<p>population in Paris and London.</p> <ul style="list-style-type: none"> - To compare the two cities justifying a preference to live in one of them. 	
	Key Vocabulary	Capital city, government, climate, population, North-East, North-West, South-East, South-West, region, Europe, grid reference.	Deeper Learning	Research other ways to compare Paris and London as well as climate and population e.g. number of tourists.	
Art (Drawing)	Observational Drawing: Aboriginal Art				
	<p>Ash Class Cycle B: Drawing, Picasso</p> <p>Ash Class Cycle A: Drawing</p>	<ul style="list-style-type: none"> - Aboriginal Art are the carvings, paintings and depictions of nature created by Aboriginal people and that these are a group of Indigenous Australians who are native to Australia. - Different grades of pencil and that they are graded in order: 9H, 8H, 7H, 6H, 5H, 4H, 3H, 2H, H, F, HB, B, 2B, 3B, 4B, 5B, 6B, 7B - Tone is simply the lightness or darkness of an object. - Hatching is shading with closely drawn parallel lines. - A viewfinder is a simple square or rectangle cut out of card that you can look through to help you focus. - Scale refers to the relationship between the size of an object to another object. Proportion refers to the relationship between the dimensions of different elements and an overall composition. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil. - To draw and then choose medias that I feel will best fit with my drawing. - Experiment own style using tonal contrast and hatching. - To create viewfinders and take part in outdoor learning to explore nature. - Develop skills of awareness of composition, scale and proportion. 	<p>Year 4</p> <ul style="list-style-type: none"> - To master details in portraits to capture an expression or mood. - To experiment with different grades of pencils to combine two or more when drawing. - To be able to choose and combine media for a desired effect. <p>Year 5</p> <ul style="list-style-type: none"> - To try out their own style using tonal contrast and hatching. - To develop close observation skills using a variety of view finders. - To develop an awareness of composition, scale and proportion. 	<p>Elder Class, Cycle B: Drawing</p> <p>Elder Class, Cycle A: Portraits - pencil, shading and lines</p>
	Key Vocabulary	Expression, mood, tonal contrast, hatching, composition, scale and proportion	Deeper Learning	To use different grades of pencils in hatching and creating tonal contrast whilst also being aware of composition and scale.	

Music (Recorder)	Recorder Stage 1 (Y3)	<ul style="list-style-type: none"> - A musical staff is the foundation that the notes are drawn on. - Know musical symbols for a minim and crotchet. - A crotchet is a musical note with the time value of one beat. - How to play the notes B, A and G. - Know how to play the notes C and D. - How to play a simple tune on the recorder. 	<ul style="list-style-type: none"> - Compose music using the beats of a minim and crotchet. - Play simple tunes with notes of long and short duration. - Play tunes using notes B, A and G. - Perform with awareness of what others in the group are playing. - Play tunes using notes C and D. - Compose using notations of a semibreve and quaver. 	<ul style="list-style-type: none"> - To know how to place the fingers and blow correctly to make the note B and A. - To play a simple tune using the notes B and A by changing the fingering. - To know how to place the fingers and blow correctly to make the note G. - To play a simple tune using the notes B, A and G by changing the fingering. - To play simple tunes with notes of long and short duration. - To understand what a quaver and semibreve notation is. - To revise how to place the fingers and blow correctly to make the note B, A, and G - To play a simple tune using the notes B, A and G by changing the fingering. - To know how to place the fingers and blow correctly to make the note C. - To know how to place the fingers and blow correctly to make the note D. 	<ul style="list-style-type: none"> - Recorder Stage 2 (Yr5) - Recorder Karate (Y6)
	Key Vocabulary	Recorder, pitch, notation, note, crotchet, semibreve, quaver, and staff	Deeper Learning	Read musical notations for B, A, G, C and D to play a simple song with increasing confidence.	

Computing (Programming)	Year 3: Plan, write and debug algorithms	<ul style="list-style-type: none"> - 'Selection' helps a computer program decide what to do next. - A repeat command will continue doing something until you tell the program to stop. - A variable is a way of storing information in a computer program. - An 'if-then' command tells the program to run a particular section of code only if a particular test is true. - 'Input' is information a computer receives (i.e. from a keyboard or light meter etc). - 'Output' is something that the computer program does (i.e. play sound, light up etc). - Logical thinking is to follow a sensible order to ensure a program will work. 	<ul style="list-style-type: none"> - Spot mistakes in algorithms and suggest ways to correct. - Use the correct directional commands to control a device. - Know how to design a simple algorithm. - Recognise where to use 'if-then' commands. - Recognise and correct mistakes in an algorithm (debug). 	<ul style="list-style-type: none"> - To independently write algorithms using sequence, repetition and selection. - To debug algorithms. - To use directional commands to control an external device (e.g. innoBots). - To design an algorithm to solve a specified problem - To use repeat commands to improve a program. - To use a variable to increase programming possibilities. - To change an input to achieve a different output. - To use 'if' and 'then' commands. - To detect and correct errors in algorithms using logical thinking. 	Year 6: Design, write and evaluate algorithms
	Key Vocabulary	Selection, repeat, command, variable, input, output, logical thinking		Deeper Learning	- Write more complex algorithms which use a range of commands including repeat, if-then and multiple variables.
PSHE					

(Citizenship)	Year 3 / 4 Cycle B: Citizenship: Spring 2	<ul style="list-style-type: none"> - The law is a set of rules people follow, enforced by the courts and police. - Prejudice is having an opinion about a member of a group without knowing that individual. - Discrimination is the unfair treatment of a person or group of people. - Reduction is the best preventative of waste, followed by reusing, then recycling. - People have different roles within a community, and contribute to their community in different ways. - Rights are the privileges and freedoms that belong to everyone, and responsibilities are something you are expected to do. - Parliament is the law-making group in the government in the UK. 	<ul style="list-style-type: none"> - Hold a mock trial to explore how the justice system works. - Develop responses to scenarios involving prejudice and discrimination. - Identify ways to reduce our waste. - Explain the responsibilities we have to do with freedom of expression, particularly in an online context. - Explain how parliament works. 	<ul style="list-style-type: none"> - To begin to understand what happens when the law is broken. - To recognise prejudice and discrimination and learn how this can be challenged. - To understand how reducing our use of materials and energy will help the environment. - To understand how we recognise and value the contribution people make to the community. - To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6). - To begin to understand how parliament works. 	Year 5 / 6 Cycle B: Citizenship: Spring 2
	Key Vocabulary	Law, prejudice, discrimination, challenge, reduce, environment, value, contribution, community, rights, responsibilities, parliament	Deeper Learning	To explore more about UK parliament and compare with other countries.	
French (Classroom Objects)	Ash: Cycle B (Classroom Objects)	<ul style="list-style-type: none"> - Know the French words for classroom objects. - Know spelling patterns in short phrases. - Know the French vocabulary for simple prepositions: dans: in. sous: under. sur: on. - Know how to answer simple questions about a classroom object. - Know how to hold a short conversation about a simple classroom object. 	<ul style="list-style-type: none"> - Read and understand simple written phrases and short passages. - Spot spelling patterns in short written phrases about classroom objects. - Ask and answer simple questions to give basic information. - To use the correct gender for the vocabulary taught with increasing accuracy. - Hold a simple conversation by asking and answering questions 	<ul style="list-style-type: none"> - To identify the French vocabulary for classroom objects. - To understand the correct gender for classroom objects. - To identify the French vocabulary for prepositions such as, under, on and in. - To understand parts of a written phrase in French. - To understand parts of a written passage in French. - To ask and answer simple questions about where a classroom object is. - To hold a simple conversation about where a classroom object is. 	Year 5 - Hold a simple conversation by asking and answering questions. Year 6- Take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency.

			about where classroom objects are. - To continue to use the correct gender with increasing accuracy for familiar and new vocabulary taught.		
	Key Vocabulary	un crayon (rouge, bleu etc), un taille-crayon, une règle, un stylo, une trousse, une calculatrice, un cahier, un feutre, une gomme, dans, sous, sur.		Deeper Learning	-To use increasingly accurate pronunciation and fluency with confidence to others.
	Net and Wall: Core Task 1 and 2				
Physical Education	Year 3 Net and Wall - To strike a ball using hand and small bat.	- To know why warming up is important. - To understand how to strike a ball. - To know different throwing actions – underarm and overarm. - To know what tactics are and how to use them.	- To evaluate their play and suggest ideas to improve it. - To select the most effective throwing skill during play. - To use tactics during play.	- To be able to strike a ball. - To develop a range of striking skills. - To be able to use throwing actions confidently. - To be able to select tactics for a game.	Y6 Net and wall (Tennis) - To play the game and apply tactics to score points.
	Key Vocabulary	warm-up, health, muscles, heartrate, underarm, overarm, tactic, accuracy, strike, bat.		Deeper Learning	Can children choose the most effective striking skills during play and explain why it is the most effective?
	What do we mean by a miracle?				
Religious Education (Christianity: Jesus)	Maple-Spring 2 Jesus: Is sacrifice an important part of religious life?	- A fact is something that is known or proved to be true. - An opinion is a view or judgement formed about something, not necessarily based on fact or knowledge. - A belief is an acceptance that something exists or is true, especially one without proof. - A miracle is defined as an event that cannot be explained by science. - To be able to retell the stories of feeding the 5000 and the resurrection of Jesus.	- To discuss our own beliefs - To discuss if there is anything that they accept as truth which others may not agree with? - To reflect on how they make decisions about what is/is not true. - To discuss as a class how should we decide who and what to believe	- To explain the difference between fact, opinion and belief. - To consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God. - To know the miracles of feeding the 5000 and the resurrection of Jesus and explain what these might reveal to Christians about the nature of Jesus. - To describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus.	Elder- Spring 2 Jesus: Why do Christians believe Good Friday is good?

		- To know that pilgrimage is a journey that has religious or spiritual significance. The journey is usually taken to an important religious place.		- To describe why some Christians might go on pilgrimage to places associated with miraculous events - To explain the impact that belief in miracles and the power of prayer might have on a Christian.	
	Key Vocabulary	Miracle, fact, opinion, belief, Jesus, pilgrimage.	Deeper Learning	To discuss why a Christian might particularly want to go to Jerusalem at Easter time.	