



Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class) TERM: Spring 2 Key Text: Billy the Kid by Michael Morpurgo The Creature (Newspaper Report)					
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	The Creature (Newspaper Report)				
	The Gardener (Letter) Ash	<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"> -To know direct speech needs inverted commas and commas positioned correctly within the sentence. -To know a comma is placed after a fronted adverbial. -To know an apostrophe is needed to show plural possession e.g. the girl's shoes. <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. 	<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 expanded noun phrases by adding adjectives or prepositional phrases. -To use inverted commas and other punctuation for direct speech. -To use a range of fronted adverbials including when, where and how. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words ending in 'sion' 	<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 expanded noun phrases to add further detail. -To use a range of fronted adverbials. 	Goldilocks (newspaper) Elder

			- Learn words ending in 'able' where the 'e' from the base word remains.	-To use inverted commas and other punctuation for direct speech. -To know an apostrophe is needed to show plural possession. Spelling - 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		Enrichment Opportunities	Create a class newspaper.
Hammer the Grammar					
Speech marks (Ash)	Writing -To know that when a noun is singular just add 's. -To know if the noun is plural and ends in s just add the apostrophe only. -To know that a comma can be added to clarify meaning and avoid ambiguity. Spelling - Know a range of words ending in 'ous' - Know a range of words that are adverbs of time.	Writing -To apply the apostrophe rules and clearly show plural possession correctly. -To create sentences which use commas correctly when the meaning could be unclear. -To use commas to separate items in a list. Spelling - Learn words ending in 'ous' - Learn words that are adverbs of time.	Writing -To use apostrophes for possession. -To use commas to clarify meaning. Spelling - Words ending in 'ous' - Words that are adverbs of time.		Hyphens used to avoid ambiguity (Elder)
	Key Vocabulary			Deeper Learning	
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.p

Lifecycles and Reproduction					
Science (Animals including humans)	Living things and their habitats (Classification) Maple, Autumn 2, Cycle A)	<ul style="list-style-type: none"> - Plants follow a life cycle that includes germination, growth, flowering, pollination, fertilisation, seed formation and seed dispersal. - Mammals reproduce sexually, give birth to live young, and their offspring grow and develop into adults that can reproduce. - Birds reproduce sexually and lay eggs, and their young hatch and develop into adults; unlike mammals, they do not give birth to live young. - Amphibians lay eggs in water and undergo metamorphosis, changing from larvae with gills to adults with lungs. - Many insects undergo metamorphosis, which can be complete (egg, larva, pupa, adult) or incomplete; this differs from amphibian metamorphosis in stages and body structure. - Asexual reproduction in plants involves one parent and produces genetically identical offspring through processes such as runners, bulbs or cuttings. 	<ul style="list-style-type: none"> - Use labelled scientific diagrams to identify and explain each stage of a plant's life cycle in the correct sequence. - Identify patterns in mammal life cycles and use appropriate scientific vocabulary such as gestation, offspring and maturity. - Compare life cycles by identifying similarities and differences and presenting findings using comparative language and diagrams. - Explain how metamorphosis involves observable changes over time and describe these changes using scientific terminology. - Classify types of metamorphosis and use evidence to compare insect and amphibian life cycles accurately. - Distinguish between sexual and asexual reproduction by analysing characteristics and using precise scientific vocabulary. 	<ul style="list-style-type: none"> - To describe the life cycle of a plant, including the reproductive stage. - To describe the life cycle of a mammal. - To describe the life cycle of a bird and compare it with that of a mammal. - To describe the life cycle of an amphibian. - To describe the life cycle of an insect and compare it with that of an amphibian. - To describe asexual reproduction in plants. 	Living things and their habitats (Micro-organisms) Elder, Autumn 2, Cycle B)
	Key Vocabulary	adolescence, asexual reproduction, characteristic, fertilisation, germination, gestation, incubation, lungs, mating, metamorphosis, offspring, ovule, pollination, reproduction, testable		Deeper Learning	Can pupils answer one of 2 Big Questions: How might changes in an environment affect different life cycles? Which type of reproduction gives a species the best chance of survival?
What are the similarities and differences between London and Paris?					

Geography (European Study)	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. - 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.	- 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 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.	- 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 population in Paris and London. - To compare the two cities justifying a preference to live in one of them.	Elder (Yr5/6) - Why do the physical and human features differ in Brazil and the UK? South America study.
	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.	
Observational Drawing: Aboriginal Art					
Art (Drawing)	Ash Class Cycle B: Drawing, Picasso Ash Class Cycle A: Drawing	- Aboriginal Art are the carvings, paintings and depictions of nature created by Aboriginal people a - 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.	- 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.	Year 4 - 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. Year 5 - To try out their own style using tonal contrast and hatching.	Elder Class, Cycle B: Drawing Elder Class, Cycle A: Portraits - pencil, shading and lines

		<ul style="list-style-type: none"> - 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"> - To develop close observation skills using a variety of view finders. - To develop an awareness of composition, scale and proportion. 	
	Key Vocabulary	Aboriginal, indigenous, native, tone, hatching, 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.	
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.	
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(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 	<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. 	<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. 	<p>Year 5 - Hold a simple conversation by asking and answering questions.</p> <p>Year 6- Take part in a brief conversation about people, places, things or actions, including giving an opinion, with increasing fluency.</p>

		conversation about a simple classroom object.	- Hold a simple conversation by asking and answering questions about where classroom objects are. - To continue to use the correct gender with increasing accuracy for familiar and new vocabulary taught.	- To hold a simple conversation about where a classroom object is.	
	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				
	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?
	Dance: Ironman				
Physical Education	-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 (Christianity: Jesus)	What do we mean by a miracle?				
	Maple-Spring 2 Jesus: Is sacrifice an important part of religious life?	<ul style="list-style-type: none"> - 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 know that pilgrimage is a journey that has religious or spiritual significance. The journey is usually taken to an important religious place. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. - 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. 	Elder- Spring 2 Jesus: Why do Christians believe Good Friday is good?
	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.	