





Coupe Green
Primary School
HOUGHTON

'Learning together, supporting each other'

YEAR GROUP: 4/5 (Maple Class)		TERM: Spring 2		Key Text:	The Butterfly Lion by Michael Morpurgo
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Should We Feed Animals In National Parks? Balanced argument				
	Christmas Dessert Persuasion Ash	Reading -To know inference means working things out using the clues in the text. -To know author's make vocabulary choices to have an impact on the reader. Writing -To know a paragraph changes when we change the theme, the place or the time. -To know that pronouns can be used to create cohesion and avoid repetition. -To know a fronted adverbial can show when, where or how something is taking place. Spelling -To know a range of words ending in 'ious,' 'eous,' 'tion' and challenge words.	Reading -To use the text to infer the feelings and thoughts of characters. -To draw upon the text to infer reasons for characters' actions and motives. -To be able to make comparisons across a text e.g. different character viewpoints of the same event. -To be able to explain how vocabulary would have an impact on the reader. Writing -To use fronted adverbials for when, where and how. -To organise writing into correct paragraphs.	Reading -To draw inferences around characters' thoughts, feelings, actions and motives. -To discuss effective words and phrases which capture the reader's interest and imagination. -To explain the effect on the reader of the author's language choices. -To make comparisons within a text. Writing -To use paragraphs to organise ideas around a theme. -To use fronted adverbials. -To place commas after fronted adverbials. -To make appropriate choices of pronouns and nouns.	Screen Use Balanced argument Elder

		<ul style="list-style-type: none">-To know a range of words with silent letters, 'ie' after the c and challenge words.	<ul style="list-style-type: none">-To select appropriate pronouns and nouns to create cohesion and avoid repetition.-To place inverted commas around the words spoken by someone. <p>Spelling</p> <ul style="list-style-type: none">-To select the correct suffix 'ious' or 'eous' whilst remembering the 'ious' is the most common suffix of the two.-To use the rule 'i before e except after c' and identify words which are exceptions to this rule.	<ul style="list-style-type: none">-To use inverted commas and other punctuation to indicate direct speech. <p>Spelling</p> <ul style="list-style-type: none">-To spell challenge words which are irregular spelling words.-To spell words ending in 'ious' and 'eous.'-To spell words ending in 'tion.'-To spell words with silent letters-To spell words with 'ie' after c.	
	Key Vocabulary	Pronouns, cohesion, fronted adverbials, commas to mark clauses.		Enrichment Opportunities	Class debate.
Hammer the Grammar / Review					
Diaries Ash	<p>Grammar</p> <ul style="list-style-type: none">-To know a paragraph is a collection of sentences that all link to a single topic.-To know a new paragraph starts when there is a change in time, place, subject or argument.-To know that cohesion is created when we link ideas across paragraphs using fronted adverbials, a particular word or phrase and tense. <p>Writing</p> <ul style="list-style-type: none">-To know the features of a review are descriptive language,	<p>Grammar</p> <ul style="list-style-type: none">-To organise writing into paragraphs.-To know when a new paragraph should start.-To use cohesive devices to link ideas across paragraphs. <p>Writing</p> <ul style="list-style-type: none">-To create a list of positive and negative points on the reviewed topic.-To use paragraphs to organise the review thinking about when a theme changes.-To use clear and descriptive language to help the reader	<p>Grammar</p> <ul style="list-style-type: none">-To use paragraphs to organise ideas around a theme.-To link ideas across paragraphs using adverbials of time, place, number or tense. <p>Writing</p> <ul style="list-style-type: none">-To identify the features of a review.-To use a balance of positive and negative aspects within the review.-To organise the review into paragraphs.	Speech Elder	

		thoughts and feelings, positive and negative highlights. -To know the purpose of a review is to provide valuable information and insights to help others make informed decisions.	understand and visualise the experience. -To apply the features of a review in their own work. -To write a review.	-To use descriptive language to describe the experience in detail.	
	Key Vocabulary	Positive, negative, insights, opinion, cohesion, paragraphs.		Enrichment Opportunities	Review Blackpool Zoo following our class trip.
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 is the purpose of teeth and what are food chains?				
	Teeth- Ash Class	to know that we have canines, incisors, premolars, molars. - to know that each tooth type has a different purpose. -to know that molars are used for chewing and grinding food. -To know incisors are used for biting and cuttings food. -to know what canines are for tearing and ripping food. -To know the molars have broader and flatter surfaces and grind food. -To know energy passes along the food chain -To know all food chains start with a plant which is a producer as it makes its own food -To know that animals that eat plants are primary consumers	-to investigate the role of different teeth. -to be able to locate the different types of teeth in a mouth. - to research teeth and their functions. -to compare teeth of carnivores, herbivores and omnivores. -to research teeth of an animal of choice and make links to their diet. - to investigate and observe the effect of different foods/liquids on the enamel of teeth. - to identify/ label the producers, predators and prey in a given food chain - to create a diagram to show the transfer of energy from one organism to another.	-To identify and describe the different types of teeth in humans. - To describe the functions of different human teeth. - To use food chains to identify producers, predators and prey. - To construct food chains to identify producers, predators and prey. - To explain how certain living things depend on each other to survive.	Evolution and inheritance- Elder

		-To know that primary consumers may be eaten by secondary consumers or predators			
	Key Vocabulary	herbivore - carnivore - canine - incisor – molar - producer –predator –prey – food chain		Enrichment Opportunities	To carry out an investigation to observe the effect of sugary drinks on the enamel of teeth.
History (European Study)	What is life like in the Shang Dynasty?				
		<ul style="list-style-type: none">- To know that China was once ruled by a group of powerful kings (the Shang Dynasty) for 500 years.- This civilisation was located by the Yellow River in China.- The Yellow River was good for farming, crops and food.- Bronze was the most important material for weapons, armour and tools.- People lived in houses built from mud.- The fastest transport was horses.- They ate bread, wheat, cheese and drank beer.- Poor people lived difficult lives with little to eat and nowhere to live.- The rich lived easy lives with plenty to eat, wore fine clothes and jewellery. They had servants.- The Shang Dynasty believed and prayed in many Gods.- Priests used oracle bones to share messages from God and to predict the future.- They had jobs according to their class: At the top, Kings	<ul style="list-style-type: none">-To explain who ruled the Shang Dynasty.-To explain how battle ended the Shang Dynasty after 500 years.-To explain why the Shang Dynasty was located by the Yellow River.-To explain what houses, food, jobs and transport was like in the Shang Dynasty.-To understand how important priests were in delivering God’s messages and predicting the future.- To explain how oracle bones have helped us understand what was important to the Shang Dynasty.-To develop awareness of class hierarchy (from wealthy to poor).- To compare and contrast what life was like for a poor person living in the Shang Dynasty compared to the wealthy.	<p>Year 4</p> <p>-To identify where some periods studied fit into a chronological framework.</p> <p>-To use a variety of evidence to build a picture of past events, using books and the internet for research.</p> <p>- To discuss significant aspects of and links between historical events using different genres of media (writing, drawing, diagrams, data-handling drama, ICT etc).</p> <p>Year 5</p> <p>- To know and sequence key events within a time period.</p> <p>- To use relevant terms relating to the passing of time (empire, civilisation, parliament).</p> <p>-To construct informed responses about the past from a range of sources by selecting and organising historical information.</p>	Ancient Egyptians Early Islamic Civilisation Mayans

		and the wealthy ruling class. Then came priests, soldiers, craftsmen, farmers and the lowest class were prisoners. - The Shang Dynasty came to an end when the last king was defeated in battle.		- To present historical information in a range of different ways (e.g. writing, drawing, data handling, drama).	
	Key Vocabulary	Civilisation, king, emperor, Shang Dynasty, Gods, transport, priests, soldiers, craftsmen, farmers, wealthy ruling class, lower class, farming, weapons, armour, tools.	Enrichment Opportunities	To make oracle bones. To create a Shang Dynasty civilisation using stop motion animation.	
Art (Drawing)	Drawing: Astronomy				
	Ash Class Cycle B: Drawing, Picasso Ash Class Cycle A: Drawing	- Know that astronomy is the branch of science that deals with celestial objects, space and the physical universe as a whole. - 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.	-Investigate artwork which includes astronomy elements and give opinions, for example, Van Goghs ‘Starry Night’ or ‘Vesuvius in Eruption’. -Experiment with different grades of pencil to create a night sky, sun or clouds. - 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. - To develop close observation skills using a variety of view finders. - To develop an awareness of composition, scale and proportion.	Elder Class, Cycle B: Drawing Elder Class, Cycle A: Portraits - pencil, shading and lines
	Key Vocabulary	Astronomy, tone, hatching, scale		Enrichment Opportunities	Outdoor learning using the sky and viewfinders to create a piece of art.
Computing (Multimedia)	Ash Class: Multimedia:	- Stop motion animation is animation that is captured one	- To know how to plan and create animations to present learning.	- To create stop-motion animations with sound.	Elder Class: Multimedia: Summer 2: Cycle B

	Summer 1: Cycle B	<p>frame at time, with physical objects that are moved between frames.</p> <ul style="list-style-type: none"> - Audio files are files that contain sound. This can be music, sound effects or voice. - Multimedia tools are all those that combine to make a presentation (text, pictures, sounds, font, video, transitions etc). 	<ul style="list-style-type: none"> - To combine images, text and graphs to present information. - To know how to input audio, data, text, images and graphs within a presentation. - To understand what changes can be made to improve the final outcome. 	<ul style="list-style-type: none"> - To download and save audio files. - Add sound files to a variety of presentations e.g. green screen, iMovie. - To use text, photo, sound and video editing tools to refine my work. (e.g. PowerPoint, iMovie and Green Screen). - To use my knowledge to create content using new programs. - To select, use and combine tools to create an effective outcome. - To evaluate my own and others' work and make appropriate improvements. 	
	Key Vocabulary	Stop-motion, download, audio, sound file, video editing, evaluate	Enrichment Opportunities	Create a stop-animation to share with other children in a different class or with parents as part of a showcase.	
PSHE	Citizenship				

(Citizenship - Yr3/4 Cycle B))	Y2 Spr2 Citizenship Similarities and differences. Recognising that different individuals belong to different groups.	-Know the environmental benefits of recycling -Know environmental benefits of reusing -Know what human rights are -Know there are different groups within the local community.	-To describe the benefits of recycling. -To understand the need for rules and the reason for having consequences for breaking rules. -To understand why human rights are important. -To understand how charities support local communities. -To understand how people can help one another.	-To be able to describe in simple terms the role of a local councillor. -To be able to justify why one issue might be more important than another to local people. -To understand the groups that make up the community. -To understand the contribution groups make to a community. -To begin to understand how democracy works in the local area. -To understand why we have rules and the consequences of breaking rules at school and home. -To begin to understand the UN Convention on the Rights of the Child.	Y6 Spr2 Citizenship Understand the value of diversity.
	Key Vocabulary	Environment/al, recycling, reuse, community, consequences, human rights.		Deeper Learning	Consider an issue for our school community – can the children propose a way to support change and argue the benefits?
French (Directions)	Year 3 - To be able to write a few simple words and phrases. Year 4 - To write simple, familiar phrases within a sentence writing frame.	- Know how to ask for, and give, directions. -Know the French vocabulary for going left, right and straight on. -Know how to identify where somewhere is in a spoken passage about directions. -Know how to plan and perform a short conversation about where somewhere is using the French vocabulary left, right and straight ahead. -Know the French vocabulary for present tense.	- Listen to, read and repeat rhymes. - Explore patterns and sounds of language through rhyme. - Read and understand a simple sentence with directions in present tense. - Spot spelling patterns in a simple sentence. -Ask and answer simple questions to give one set of directions. - Write simple, familiar phrases within a sentence writing frame.	-To understand the vocabulary to give different directions in French through songs and rhymes. - To understand when directions are spoken in the present tense. -To identify French vocabulary in a sentence that explains where a location of a place or object is. -To understand how to ask and answer questions to direct me to one location. -To identify French vocabulary in a written passage that explains where different locations or objects are. -To listen to a spoken passage and identify the directions given.	Year 5 - To be able to write two or three short sentences about a familiar topic. Year 6 - To be able to write a short paragraph about a familiar topic.

			<ul style="list-style-type: none">- Read and understand the directions from a written passage in French in present tense- Understand the main points from a spoken passage about directions with repetition.- Hold a simple conversation by asking and answering questions about where somewhere is.- Write two or three short sentences about a familiar topic.	<ul style="list-style-type: none">-To ask and answer questions to direct me to 3 different locations.-To plan and write a short set of instructions on how to direct the Bee-Bots to different locations in the classroom.	
	Key Vocabulary	à gauche, à droite, tout droit, première/deuxième/ troisième rue, où est?, tourne/tournez (informal/formal), prends/prenez (inf/f)		Enrichment Opportunities	Children to invite other KS2 classes to show their instructions on how to direct the Bee-Bots using French vocabulary.
Physical Education	Net and Wall: Core Task 1 and 2				
	Year 3 Net and Wall - To strike a ball using hand and small bat.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- To evaluate their play and suggest ideas to improve it.- To select the most effective throwing skill during play.- To use tactics during play.	<ul style="list-style-type: none">- 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.		Enrichment Opportunities	Children to create a new net wall game, applying throwing and striking skills.
	Outdoor and Adventurous Activities				
	Y3 To use concise instructions to solve problems.	<ul style="list-style-type: none">-Know how to manage roles to create a successful team.-Know how to communicate with others to share your ideas.- Know the meaning of the terms solution, co-operation, challenge.-Know how to deliver concise instructions.-Know your own strengths and how they help others.	<ul style="list-style-type: none">-To use co-operation skills to work as part of a team.-To try a variety of ideas to find a solution.-To use instructions to guide others.	<ul style="list-style-type: none">-To be able to work as part of a team.-To be able to verbalise concise instructions.-To be able to take a role in a team to complete a challenge.	Y6 To adapt ideas through trying them out.

			-To use time and positional language to form instructions.		
	Key Vocabulary	Co-operation, solution, challenge, concise, instruction, position (forward, left, right, diagonal, backwards, turn), direction.	Enrichment Opportunities	Run an O.A.A. competition within the class or against another class.	
Religious Education (Christianity: Jesus)	Is sacrifice an important part of religious life?				
	Autumn 2 Christianity (God) How and why might Christians use the Bible?	-To know temptation is when you want to do something, even though you know it's probably not a good idea. -To know sacrifice means giving up something you want for someone else or for something important. -To know that sacrifice can be an expression of love and commitment. -To know Lent is a 40-day period of reflection and preparation for Easter that many Christians observe. It's a time to draw closer to God, and to remember the events leading up to Jesus' death. -To know agapé is a Greek word that means "love" or "charity". In Christianity, it's a term for the highest form of love, which is unconditional and selfless. It's also used to describe the love between God and humans.	-To consider differing attitudes and responses to the concept of sacrifice (both positive and negative) -To discuss why many people are willing to make sacrifices for the people they love -To discuss why some people may be willing to make a sacrifice for someone they don't even know -To give examples of acts of sacrifice that have been done by or for them	-To discuss who or what we would be prepared to make sacrifices for. To consider the value of sacrifice. -To retell the story of Jesus in the wilderness and identify Christian beliefs about Jesus reflected in this story. -To suggest why sacrifice might be an important Christian value. To describe what a Christian might do during Lent and why. -To explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this. -To learn about Oscar Romero. To know some examples of his sacrificial love and how he was motivated by his faith.	Summer 2 Christianity (Church) What does 'love your neighbour' really mean
	Key Vocabulary	Sacrifice, temptation, Lent, Easter, Jesus, faith.	Enrichment Opportunities	To organise a collection for a local food bank or charity. To create an advertising poster for the collection that explain why giving up some food or money would be an expression of concern and love for others.	

