






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 1		Key Text: The Invisible (Dilemma Novel) Wild Boy (Class Novel)	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Invisible (Dilemma Novel) Wild Boy by Rob Lloyd Jones (Mystery)					
English	Maple-Cycle B- Zoo by Anthony Browne-Fantasy Maple-Cycle B- The Great Chocoplot by Chris Callaghan-Mystery	<p>Reading</p> <ul style="list-style-type: none"> -Know that a prediction is a guess using clues. -Know a wide range of themes using in different novels. -Know that letters often include an address date, paragraphs, emotions, a greeting and signing off. <p>Writing</p> <ul style="list-style-type: none"> -Know that onomatopoeia is a word that sounds like what it means, for example, thud, crash, bang and buzz. -Know that personification is giving an inanimate object human feelings or actions. -Know that expanded noun phrases add more detail to the 	<p>Reading</p> <ul style="list-style-type: none"> -To use evidence in a text to make inferences about characters thoughts, feelings and actions. -Compare characters within and across texts. -Identify themes in a specific 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 with the same characters but a different plot. 	<p>Reading</p> <ul style="list-style-type: none"> -To make predictions based on a front cover. -To infer meaning from pictures. -Predict using inferences. -Analyse and explore characters. -Explore themes in a novel. -Write a letter based on characters thoughts and feelings. <p>Writing</p> <ul style="list-style-type: none"> -To use onomatopoeia. -To use personification. -To use expanded noun phrases. <p>Spelling</p>	Elder-Cycle A- The Nowhere Emporium by Ross Mackenzie-Mystery Elder-Cycle B-The Graveyard Book by Neil Garman-Mystery

		<p>noun by adding one or more adjectives.</p> <p>Spelling</p> <ul style="list-style-type: none"> -Know a range of words where a suffix is added to words ending in 'y'. -Know a range of words with suffixes where the base word ends in 'fer' 	<ul style="list-style-type: none"> -To proofread, edit and improve writing. -To use a thesaurus to help choose exciting vocabulary. -Apply knowledge of letters to write a letter. <p>Spelling</p> <ul style="list-style-type: none"> -Learn words where a suffix is added to words ending in 'y'. -Learn words with suffixes where the base word ends in 'fer' 	<ul style="list-style-type: none"> -Words where a suffix is added to words ending in 'y'. -Words with suffixes where the base word ends in 'fer' 	
Hammer the Grammar / Persuasive Text					
		<ul style="list-style-type: none"> -To know that a paragraph is a group of sentences based on a particular topic. - To know that a paragraph is changed to show a change in time, place, topic and person -To know a cohesive device can link ideas across paragraphs and make my writing flow. - To know how to link ideas across paragraphs using adverbials of time, place, number or tense. <p><u>Persuasive Text</u></p> <ul style="list-style-type: none"> -To know that persuasive writing is a piece of writing used to convince a person to agree with an idea or do something. 	<ul style="list-style-type: none"> -To use paragraphs to group sentences based on the same topic. -To change paragraphs to show a change in time, place, topic and person. -To use pronouns to avoid repetition in a paragraph. -To use a range of topic sentences e.g. time adverbials, causal conjunctions. -To use a range of synonyms to avoid repetition. <p><u>Persuasive Text</u></p> <ul style="list-style-type: none"> -To be able to express my opinion when reading a persuasive text. -To use a range of persuasives devices e.g. emotive language, 	<ul style="list-style-type: none"> -To organise my writing into paragraphs around a theme. -To miss a line to show a change in paragraph. -To know and select a bank pronouns. -To collect a range of synonyms. -To create varied topic sentences to use for cohesion. <p><u>Persuasive Text</u></p> <ul style="list-style-type: none"> -To read a variety of persuasive texts. -To identify the features of a persuasive text. 	

		-To know the main persuasive features – emotive language, rhetorical questions, repetition and factual arguments.	rhetorical questions, repetition and factual information. -To create my own persuasive text.	-To write my own persuasive text.		
	Key Vocabulary		Deeper Learning			
Maths	- Money / Decimals - Measurement: Time - Statistics	Select the files to the right for more detailed guidance.		 Yr 4_5 Decimals-including-m	 Yr 4_5 Time.pdf	 Yr 4_5 Statistics.pdf
How do forces affect the way things move?						
Science (Forces)	Year 3- forces and magnets. Aut2	<ul style="list-style-type: none"> - Gravity is a non-contact force that pulls objects towards each other. - The greater the mass, the stronger the gravitational pull. - Gravity causes unsupported objects to fall towards Earth. - Air resistance is a force that opposes motion through air. - Larger surface area increases air resistance. - Streamlined shapes reduce air resistance. - Water resistance is similar to air resistance but acts in water. - Objects moving through water experience opposing forces. - Shape and surface area affect how easily objects move through water. - Friction is a contact force between two surfaces. - Rough surfaces create more friction than smooth ones. 	<ul style="list-style-type: none"> - To identify patterns between mass and force. - To analyse results and draw conclusions. - To plan investigations controlling variables (e.g. parachutes). - To decide what to measure and how. - To design tables to record results clearly. - To compare outcomes between tests. - To identify strengths/weaknesses of investigations. - To suggest improvements. - To calculate averages (mean). - To present data using graphs. - To draw and label diagrams of systems (e.g. pulleys). - To use diagrams to explain cause and effect. 	<ul style="list-style-type: none"> - To describe gravity and its effects on objects. - To explain how air resistance affects movement. - To explain how water resistance affects movement. - To describe friction and how it affects motion. - To understand how surface area affects resistance and movement. - To explain how levers, pulleys and gears affect forces and movement. 	KS3- Physics. Forces and movement.	

		<ul style="list-style-type: none"> - Friction slows down moving objects. - Increasing surface area increases resistance (air/water). - This affects speed and movement. - Aerodynamic and streamlined designs reduce resistance. - Simple machines make work easier by changing force size or direction. - Levers can reduce effort depending on pivot and length. - Pulleys and gears help lift or move objects more efficiently. 			
	Key Vocabulary	<ul style="list-style-type: none"> - force, gravity, mass, air resistance, water resistance, friction, surface area, streamline / aerodynamic, mechanism, lever, pulley, gear, variable, fair test, data, anomaly, mean average 	Deeper Learning	<ul style="list-style-type: none"> - Design a parachute or boat and test how resistance affects performance. - Compare two experiments and decide which is more reliable and why. - Build a simple machine (lever/pulley) to solve a problem (e.g. lifting an object). - “Why do heavier objects not always fall faster?” (challenge misconceptions) 	
	Which early Islamic achievement had the biggest impact on our lives today?				
History (Civilisations)	<p>Ash Y3//4 Cycle B</p> <p>Why and how did the Ancient Egyptians build the pyramids? Evidence</p>	<ul style="list-style-type: none"> - To know that the Early Islamic Civilisation began around AD600 and was made up of many countries that practised Islam. - Islam is a religion started by Muhammad who believed he received messages from God. - Those who believe in these messages became known as Muslims. - When Muhammad died, Caliphs ruled each Caliphate (Islamic state). 	<ul style="list-style-type: none"> -To secure chronological understanding of when the Early Islamic civilisation was. - To understand how Muhammad and religion created the civilisation. - To chronologically order and match the invention/ achievement to the correct Caliph. - To understand the importance of the House of Wisdom to the creation of new inventions/ achievements. - To explain what the key inventions/ achievements were within early Islamic civilisation. - To evaluate which invention or achievement was the most 	<ul style="list-style-type: none"> - To know and sequence key events within a given time period. - To use relevant terms relating to the passing of time. - To describe how Britain has influenced and been influenced by the wider world. - To describe how some of the things studied from past influence life today. - To use a variety of evidence to build a picture of past events, 	<p>Maple Y5/6 Cycle A</p> <p>Was Henry VIII a good ruler?</p> <p>Evidence</p>

		<ul style="list-style-type: none"> - The Islamic Golden age began in the city of Baghdad. There were many inventions. - The House of Wisdom was a huge academy where people studied. - It had a big library with lots of important books. Texts were translated to Arabic. - Baghdad was built close to the Tigris River for trade. - Islamic astronomers improved the astrolabe (a bit like a compass). - Today, we use the Hindu Arabic number system (numbers 0-9) - Some of the first hospitals were built. - Islamic engineers invented ways to store and move water in the Middle East where it was scarce. 	significant in terms of impact on the world today.	<p>using books and the internet for research.</p> <ul style="list-style-type: none"> - 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	Islam, Muslim, civilisation, AD, caliphs, caliphate, Baghdad, inventions, Arabic, trade	Deeper Learning	To consider how Britain and the wider world would be different today if it wasn't for these achievements.	
Computing (Multimedia)	Ash Class: Multimedia: Summer 1: Cycle B	<ul style="list-style-type: none"> - Stop motion animation is animation that is captured one frame at time, with physical objects that are moved between frames. - 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 know how to plan and create animations to present learning. - 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 create stop-motion animations with sound. - 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. 	Elder Class: Multimedia: Summer 2: Cycle B

				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	Deeper Learning	Children maintain a clear style and purpose throughout the presentation and consider impact on audience.	
PSHE (Economic Wellbeing)	Ash 3 / 4 Cycle B Summer 1 Economic Wellbeing	-A loan is money that you borrow from someone with the promise to pay it back. -Income is the money that someone gets for work. -Expenditure is the act of spending/something that is spent. -A weekly budget is a plan for saving and spending money for one week.	-Discuss whether a loan can and should be taken, based on calculations. -Create a weekly budget. -Explore and discuss risks associated with money. -Research jobs and different routes into those careers.	- To understand that a loan can be a way to pay for things but that it needs to be repaid. - To understand income and expenditure and how to track money. - To understand how to put together a weekly budget. - To understand some risks associated with money. - To understand the range of jobs people might do (Y5) To understand the different routes available into careers (Y6).	Elder Y5/6 Cycle B Summer 1 Economic Wellbeing
	Key Vocabulary	-discrimination –expenditure –gambling –giving back –growth mindset –income –interest –PIN –qualities responsibility –repayment -skill	Deeper Learning	To explore the different options available to get into their chosen career.	
	Maple Cycle B (Y4)	- Know how to follow a range of classroom commands in French.	- Listen to a range of classroom commands.	- To listen and follow a range of classroom commands.	Y5

French (Classroom Commands)	Classroom Commands	<ul style="list-style-type: none"> -Know how to spot spelling patterns in vocabulary to read sentences. -Know how to ask and answer simple questions to give a classroom command. - Know when a sentence is spoken in the present tense. - Know how to say a sentence in the present tense. -Know how to hold a simple conversation by asking and answering questions for classroom commands. 	<ul style="list-style-type: none"> -Read and understand simple written classroom commands. - To spot spelling patterns in simple written phrases. - To ask and answer simple questions to give a classroom command. - Understand for the vocabulary taught with increasing accuracy. - To hold a simple conversation by asking and answering questions. - Develop pronunciation using familiar words and phrases. 	<ul style="list-style-type: none"> -To be able to read and understand written classroom commands. - To spot spelling patterns in simple written phrases. -To identify spelling patterns in classroom commands and match them to pictures. -To ask and answer simple questions to complete a classroom command. -To understand when a sentence is spoken in the present tense. -To understand how to say a sentence in present tense. -To hold a short conversation by asking and answering questions with increasing accuracy. 	Hold a short conversation by asking and answering questions with increasing accuracy. Y6 Take part in a brief conversation about people, places, things or actions, including giving an opinion.
	Key Vocabulary	Ecoutez, répétez, asseyez-vous, levez-vous, lèvez la main, silence, ranger vos affaires, Je ne comprends pas		Deeper Learning	To use accurate pronunciation and fluency during short conversations.
Physical Education	Outdoor Adventurous Activities (O.A.A.)				
	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. -To use time and positional language to form instructions. 	<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.
	Key Vocabulary	Co-operation, solution, challenge, concise, instruction, position (forward, left, right, diagonal, backwards, turn), direction.		Deeper Learning	Challenged to construct own game with a given number of players, creating specific roles for all.
Striking and Fielding - Cricket					

	Y2 To be able to strike a ball a distance.	-Know what an underarm throw is. -Know how to position hands to catch a ball accurately. -Know that a sideways position and eyes looking are effective strategies to strike a ball. -Know the hand position needed to catch a ball well.	-To demonstrate an underarm throw. -To catch a ball. -To use a sideways position to strike a ball. -To use little fingers together to catch a ball.	-To be able to use an underarm throw. -To be able to catch a ball. -To demonstrate how to strike a ball from a striking tee. -To catch a ball in a striking and fielding game. -To demonstrate bowling a ball underarm.	Y6 To be able to bowl overarm.
	Key Vocabulary	Body position, 'eyes looking', striking, fielding, underarm, overarm, batting, bowling.	Deeper Learning	Begin to use tactics within a game, using striking and fielding position.	
	How do people decide what to believe?				
Religious Education (Christianity: Church)	Ash- Cycle B Christianity (Church) What does 'love your neighbour' really mean?	-To know authority is defined as 'the power or right to give orders, make decisions, and enforce obedience ' -To know that Trinity, in Christian doctrine, the unity of Father, Son, and Holy Spirit as three persons in one Godhead. -To know the Aspostle's Creed is a description of the original divine community of Father, Son, and Holy Spirit---creating us in love and rescuing us so that we may enter that community of love forever.	-To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values. -To be able to raise meaningful questions about things that puzzle them. -To give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life	-To consider what we mean by sources of authority and be able to discuss different responses to sources of authority. -To describe what Christians mean when they talk about one God in Trinity. -To describe and explain the meaning of a range of symbols that might be used for the Trinity -To identify the beliefs contained within the Apostle's Creed. -To explain why the Christian community (The Church) might want/need an agreed statement of belief. -To explain how symbols might unite the worldwide Christian Church -To describe the role of places like Taizé where Christians from different backgrounds might come together to worship.	Elder- Cycle B Christianity (God) How do Christians mark the 'turning points' on the journey of life?
	Key Vocabulary	Christians, authority, Trinity, Holy Spirit, Apostle's Creed, symbols.	Deeper Learning	To write our own 'creed' containing our personal beliefs and values.	

