






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 1		Key Text: The Iron Man by Ted Hughes The Creature-Newspaper Report The Invention of Hugo Cabret by Brian Selznick (Guided Reading)	
				Enrichment Opportunities: Drama Opportunities Immersive Forest Classroom Experience linked to The Iron Man	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Ironman by Ted Hughes (Fantasy) The Invention of Hugo Cabret by Brian Selznick (Guided Reading-Mystery)					
English	Maple-Cycle B- Zoo by Anthony Browne-Fantasy Maple-Cycle B- The Great Chocoplot by Chris Callaghan-Mystery	Reading -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. Writing -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.	Reading -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. Writing	Reading -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. Writing -To use onomatopoeia. -To use personification. -To use expanded noun phrases.	Elder-Cycle A- The Nowhere Emporium by Ross Mackenzie-Mystery Elder-Cycle B-The Graveyard Book by Neil Garman-Mystery

		<p>-Know that expanded noun phrases add more detail to the noun by adding one or more adjectives.</p> <p>Spelling -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'</p>	<p>-To use a planned success criterion to deliver writing.</p> <p>-To write a story with the same characters but a different plot.</p> <p>-To proofread, edit and improve writing.</p> <p>-To use a thesaurus to help choose exciting vocabulary.</p> <p>-Apply knowledge of letters to write a letter.</p> <p>Spelling -Learn words where a suffix is added to words ending in 'y'. -Learn words with suffixes where the base word ends in 'fer'</p>	<p>Spelling -Words where a suffix is added to words ending in 'y'. -Words with suffixes where the base word ends in 'fer'</p>	
The Creature (Newspaper Report)					
		<p>Reading -Know the features of a non-chronological report, for example, heading, subheadings, technical vocabulary and formal language. -Know that a summary is a brief statement or account of the main points.</p> <p>Writing</p>	<p>Reading -To use skim and scan to retrieve from a text. -Use clues in a text to explain key vocabulary.</p> <p>Writing -To label and annotate a newspaper report. -Draw on reading and research to create own plan for writing.</p>	<p>Reading -Know the features of a non-chronological report. -To summarise and make notes. -To retrieve from a text.</p> <p>Writing -Know the features of a newspaper report.</p>	

		-Know a range of features including heading, subheading, picture with captions and 5ws. Spelling -Learn words ending in 'ious' and 'eous' -Learn words with silent first letters.	Spelling - Learn words ending in 'ious' and 'eous' -Learn words with silent first letters.	-Draw on reading and research. -Note and develop ideas. Spelling -Words ending in 'ious' and 'eous' -Words with silent first letters.	
	Key Vocabulary	Prediction, inference, personification, onomatopoeia		Deeper Learning	Children to use vocabulary drawn on from thesauruses to enhance own writing.
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	
	Why do most objects fall to the ground and not float in the air				
Science (Forces)	Year 3- forces and magnets. Aut2	-To know that gravity is an invisible force. -To know that the closer objects are to each other, the stronger their gravitational pull is. - To know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. - to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. -To know that air resistance, water resistance and friction are contact forces that act between moving surfaces. - To know air resistance is the force that slows down moving objects as they move through air.	-To investigate and explore the effects of air resistance, water resistance and friction, that act between moving surfaces. -To plan and carry out an investigation using a force meter. -To recognise and use secondary sources to answer questions that cannot be answered through practical work. -To research the scientists Galileo Galilei and Isaac Newton and communicate their findings to an audience using scientific language. -To identify scientific evidence that has been used to support or refute ideas or arguments. -To plan, set up and carry out an investigation using levers, pulleys and gears.	- To explain what gravity is and its impact on our lives. - To identify and explain the effect of air resistance. - To identify and explain the effect of water resistance. - To identify and explain the effect of friction. - To explain how levers, pulleys and gears allow a smaller force to have a greater effect. - To explore scientists such Galileo Galilei and Isaac Newton and their important work linked to gravity. - To explain a conclusion from an enquiry. - To explain causal relationships in an enquiry.	KS3- Physics. Forces and movement.

		<p>-To know objects need to be streamlined to travel faster through the air and to travel slower through the air, you need a large surface area.</p> <p>-To know water resistance is the force that slows down moving objects as they move through water. -To know if you want to travel more quickly through water, the shape needs to be streamlined.</p> <p>-To know the work of Isaac Newton and know that force is measured in Newtons by a Newton Meter</p>	<p>-To use test results to make predictions to set up further (fair) tests.</p>	<p>To relate the outcome from an enquiry to scientific knowledge to state whether evidence supports or refutes an argument or theory.</p>	
	Key Vocabulary	air resistance - water resistance - friction - gravity - Newton - gears - pulleys	Deeper Learning	To be able to explain the degree of trust in a result.	
	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). - 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. 	<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 significant in terms of impact on the world today. 	<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, using books and the internet for research. - To present historical information in a range of different ways (e.g. 	<p>Maple Y5/6 Cycle A</p> <p>Was Henry VIII a good ruler?</p> <p>Evidence</p>

		<ul style="list-style-type: none"> - 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. 		<p>writing, drawing, data handling, drama).</p> <p>-- To address historically valid questions about change, cause, similarity and difference, and significance.</p>	
	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. 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. 	Elder Class: Multimedia: Summer 2: Cycle B

				- 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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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.	
French (Classroom Commands)	Maple Cycle B (Y4) Classroom Commands	<ul style="list-style-type: none"> - Know how to follow a range of classroom commands in French. -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. 	<ul style="list-style-type: none"> - Listen to a range of classroom commands. -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. 	<ul style="list-style-type: none"> - To listen and follow a range of classroom commands. -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. 	Y5 Hold a short conversation by asking and answering questions with increasing accuracy. Y6

		<ul style="list-style-type: none"> - 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"> - 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 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. 	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.
	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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Physical Education

		-Know the hand position needed to catch a ball well.			
	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.	