



Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 5/6 (Elder Class)		TERM: Summer 2		Theme: Crime and Punishment	
				Key Text: <i>Wonder by R.J.Palacio</i> <i>The Arrival by Shaun Tan</i>	
				Enrichment Opportunities Residential visit (Yr6) Sports Day	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
Novel as a Theme: Wonder continued					
English	<ul style="list-style-type: none"> - Novel as a Theme (Yr4/5 Spring 2 Cycle A) - Novel as a Theme (Yr5/6 Autumn 1 and Summer 2 Cycle A) 	<p>Reading</p> <ul style="list-style-type: none"> - Know root word to understand meanings of words. - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning. <p>Writing</p> <ul style="list-style-type: none"> - Know the difference between formal and informal writing styles. - Know if a sentence is written in the subjunctive mood. - Know the key features of narrative. - Know techniques that build cohesion within and between paragraphs. - Know the key features of a recount. 	<p>Reading</p> <ul style="list-style-type: none"> - Discuss themes within texts and stories read. - Make inferences on characters based on their thoughts and actions. - Compare characters within and across texts. - Provide reasoned justifications for their views. - Make notes of events in chronological order. <p>Writing</p> <ul style="list-style-type: none"> - Discuss and plan ideas for writing. - Use devices to build cohesion between paragraphs in narrative. - Blend action, dialogue and description within sentences. 	<p>Reading</p> <ul style="list-style-type: none"> - To explore texts and deepen comprehension through small group discussion. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To provide reasoned justifications for their views. - To raise appropriate questions using a text. - To compare characters within and across texts. - To read and discuss texts presented in different ways. - To analyse the structure of poems. <p>Writing</p>	<ul style="list-style-type: none"> - Further novel studies at KS3 and beyond.

		<ul style="list-style-type: none"> - Know how commas can alter meaning of sentences. - Know the difference between action, dialogue and description. 	<ul style="list-style-type: none"> - Explore, collect and use vocabulary typical of formal and informal speech and writing. - Explore, collect and use subjunctive forms for formal speech and writing. - Proofread, edit and improve writing. - Write a narrative. 	<ul style="list-style-type: none"> - To write a recount organised into appropriate paragraphs. - To plan and write a diary entry using appropriate genre features. - To write a narrative using appropriate grammatical features. - To select appropriate register for formal and informal purposes. - To consciously control the use of different sentence structures for effect. - To proofread for grammatical, spelling and punctuation errors. 	
	Key Vocabulary	- Text level vocabulary identified by the teacher on a lesson-by-lesson basis.	Deeper Learning	Writing <ul style="list-style-type: none"> - Distinguish between the language of speech and writing. - Draw on what they've read to improve own writing. 	
Narrative: The Arrival by Shanu Tan					
	<ul style="list-style-type: none"> - Detective / Crime fiction (Yr5/6 Spring 2 Cycle A) - Stories from other cultures (Yr4/5 Summer 1 Cycle A) 	Reading <ul style="list-style-type: none"> - Use knowledge of root words to understand meanings of words. - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change. - Read and understand meaning of words on Y5/6 word list. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Understand underlying themes, causes and consequences within whole texts. 	Reading <ul style="list-style-type: none"> - Make inferences on characters based on their thoughts and actions. Writing <ul style="list-style-type: none"> - Know the correct punctuation rules for using colons in a list. - Write sentences using personification effectively. - Write sentences including pathetic fallacy. - Include an oxymoron in writing. 	Reading <ul style="list-style-type: none"> - To analyse visual metaphors in stories. - To explore the meaning behind a big embrace. - Recognise themes within and across texts e.g. hope, peace, fortune, survival. - Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. - Listen to, read and discuss an increasingly wide range of fiction Writing	<ul style="list-style-type: none"> - Further narrative studies at KS3 and beyond.

		<p>Writing</p> <ul style="list-style-type: none"> - Know a metaphor is comparison which is not literally true. - Know a colon can be used to introduce items in a list. - Know personification is a way of describing objects as if they are people. - Know that pathetic fallacy is giving human emotions to non-human things. - Know an oxymoron is a phrase made of two or more words that actually have opposite meanings. <p>Spelling</p> <ul style="list-style-type: none"> - Know a hyphen can be used to join a prefix to a root word. - Know some letters which are no longer sounded used to be sounded hundreds of years ago. 		<ul style="list-style-type: none"> - To write effective sentences for a journey story including:- <ul style="list-style-type: none"> • A metaphor sentence • Colons to introduce a list • Personification sentence • Precise verbs and sights • Inner thought / questions • Pathetic fallacy • Power of three alliterative feeling sentence • Oxymoron - To write a short narrative blending description, action and dialogue. <p>Spelling</p> <ul style="list-style-type: none"> - Spell words which require use of a hyphen. - Spell words with silent letters. - Spell words containing the letter string –ough. - Spell words ending in –cious -tious 		
	Key Vocabulary	Oxymoron, pathetic fallacy, metaphor, personification, colon, alliteration.	Deeper Learning	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Distinguish between the language of speech and writing. - Draw on what they've read to improve own writing. 		
Maths	<ul style="list-style-type: none"> - Themed projects - Consolidation - Problem solving 		Select the files to the right for more detailed guidance.	 White Rose Bakery.pdf	 White Rose Tours.pdf	 White Rose Bakery.pdf
Science (Evolution and Inheritance)	How have humans evolved?					
	<ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grows 	<ul style="list-style-type: none"> - Living things produce offspring that looks similar to them, but are not identical. - Fossils provide evidence of evolution (e.g. through bone structure). 	<ul style="list-style-type: none"> - Communicate scientific information in a clear and concise way. - Explain how humans have changed over time. 	<ul style="list-style-type: none"> - To describe how the earth and living things have changed over time. - To explain how fossils can be used to find out about the past. 	<ul style="list-style-type: none"> - Variation between individuals within a species being continuous or discontinuous (KS3). - Variation between species and between individuals of 	

	<p>into adults (Yr2).</p> <ul style="list-style-type: none"> - Know that humans and other animals have skeletons and muscles for support; know that fossils are animals encased in rock (Yr3). - Can describe the changes of humans into old age (Yr5). 	<ul style="list-style-type: none"> - Charles Darwin is a famous scientist in this field from his experiments on variation on the Galapagos Islands. - Mary Anning was a famous fossil hunter who made significant contributions to our understanding of prehistoric life. - All living things have adapted to suit their environment (e.g. camel – hump to store fat and water; cactus, to store water in the desert; polar bear – black skin to insulate heat). - Humans evolved from a variety of ‘monkey’ species (including Homo Erectus, Neanderthals, etc.). 	<ul style="list-style-type: none"> - Select appropriate vocabulary to communicate scientific ideas. - Explain how animals or plants have adapted to suit their environment. 	<ul style="list-style-type: none"> - To explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). - To explain how animals and plants are adapted to suit their environment. - To link adaptation over time to evolution. - To talk about the work of Mary Anning and Charles Darwin. - To relate the outcome from an enquiry to scientific knowledge to state whether evidence supports or refutes an argument or theory. - To read, spell and pronounce scientific vocabulary accurately. 	<p>the same species meaning some organisms compete more successfully, which can drive natural selection (KS3).</p> <ul style="list-style-type: none"> - Changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction (KS3)
	<p>Key Vocabulary</p>	<p>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils, evolution,</p>	<p>Deeper Learning</p>	<p>Explore different examples of natural selection in action, such as the peppered moth or antibiotic resistance in bacteria. Present findings and explain how natural selection leads to changes in populations over time.</p>	
<p>How has crime and punishment changed through the ages?</p>					
<p>History (Crime and Punishment)</p>	<ul style="list-style-type: none"> - Describe how some of the things studied from the past influence life today (Yr4). - Understand sources can contradict each other (Yr4). 	<ul style="list-style-type: none"> - Know that Romans believed that if you punished crimes harshly, people would be deterred from committing crimes in the first place. - Romans used crucifixion not just to execute someone, but to cause them the maximum pain, humiliation and disgrace. - Anglo-Saxons didn't have a police force, but used a Tithing system instead. 	<ul style="list-style-type: none"> - Make comparisons between crime and punishment in different ages. - Use information in sources to suggest what life was like in the past. - Make choices about how to present historical information. 	<ul style="list-style-type: none"> - To know and sequence key events within a time period. - To place periods studied in relation to other time periods. - To make comparisons between times in the past. - With increasing accuracy, make comparisons between times in the past. 	<ul style="list-style-type: none"> - Further historical study at KS3 and beyond.

	<ul style="list-style-type: none"> - In Anglo-Saxon times, the church and local lords could decide punishments for crimes. - Most people found guilty in Anglo-Saxon times were punished with fines. - In Tudor times, laws were strict and crimes were punished severely. - Whipping, branding and stocks were common punishments for the Tudors. - Tudors used executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason or heresy (following the wrong religion). - Dick Turpin was a famous Highway man who made lots of money through criminal activities. 		<ul style="list-style-type: none"> - To construct informed responses about the past from a range of sources by selecting and organising historical information. - To use multiple sources to draw conclusions about life in the past (e.g. photos, newspapers, diaries). - To use a source to suggest what life was like and test using further research. - To communicate historical information in a range of different ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama). 		
	Key Vocabulary	Treason, heresy, branding, beheading, hung, drawn and quartered, crucifixion, tithing.	Deeper Learning	Debate or mock trial: Organise a debate or mock trial where pupils can take on the roles of historical figures involved in crime and punishment. They can argue for or against certain methods of punishment and defend their perspectives based on the historical context	
	How can I present information in an informative and engaging way?				
Computing (Multimedia)	<ul style="list-style-type: none"> - Combine images, text and graphs to present information (Yr4). - Create stop-motion animation with sound (Yr4). 	<ul style="list-style-type: none"> - Know what an effective presentation looks, sounds and feels like. - Know how to input multimedia files into a PowerPoint presentation. - Know that colour and font can be used to create a particular mood or 'feel.' 	<ul style="list-style-type: none"> - Add audio, data, text and images to a presentation. - Edit text, photos and sound. - Suggest improvements to a presentation. - Make appropriate content choices to convey messages. 	<ul style="list-style-type: none"> - 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. - To use text, photo, sound and video editing tools to refine my work. (e.g. 	<ul style="list-style-type: none"> - Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability (KS3).

	- Download and save audio files (Yr4)			<ul style="list-style-type: none"> 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. - To know how to effectively create presentations using a range of media. - To combine editing tools to achieve a specific outcome for an audience (e.g. iMovie, PowerPoint, Pic Collage). - To confidently identify the uses of new programs to achieve a particular outcome. - To combine a range of media and tools and recognise the contribution of each one. 	
	Key Vocabulary	Media, text, audio, input, graphs, text, audience,	Deeper Learning	Children use a constant font style and tone throughout their presentation.	
Design Technology (Mechanisms and Mechanical Systems)	<ul style="list-style-type: none"> - Select from a range of existing designs (Yr3). - Use tools accurately (Yr3). 	<ul style="list-style-type: none"> - Know the purpose of exploded diagrams. - Know a CAM is used to transfer rotary motion into linear motion. - Know a crank handle is a device which moves things in a circle. 	<ul style="list-style-type: none"> - Suggest improvements to existing and/or initial designs. - Make a prototype to test and improve my design. - Suggest suitable design criteria for a product. - Use a range of cutting and measuring tools effectively. 	<ul style="list-style-type: none"> - To analyse existing products and create an alternative design. - To sketch design ideas using exploded diagrams. - To use research to develop design criteria as a class. 	<ul style="list-style-type: none"> - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture (KS3). - Understand how more advanced mechanical

		<ul style="list-style-type: none"> - Know a frame structure is used to give support and shape to an object. - Know a CAM follower touches the CAM and follows its shape, moving up and down. - Know different shaped CAMs produce different movement patterns. - Know a prototype is an original model of a product which can be used to make improvements. - Know the difference between radial, plate and cylindrical CAMs. 	<ul style="list-style-type: none"> - Make suitable choices about the best material for a particular purpose. - Make informed choices about the CAM required for specific job. 	<ul style="list-style-type: none"> - To use computer aided design (CAD) to show what a product will look like (e.g. Microsoft Paint). - To make prototypes to develop design ideas. - To select from and use a range of cutting and measuring tools. - To choose appropriate materials, considering their properties. - To evaluate others' products against the design criteria, and suggest improvements. - To select the most appropriate CAM for a design. - To sketch design ideas using cross sectional diagrams. - To use research to develop my design criteria independently. - Analyse existing products and create an innovative design. - To make prototypes to refine techniques. 	systems used in their products enable changes in movement and force (KS3).
	Key Vocabulary	Prototype, CAM, CAM follower, crank handle, frame structure, CAD (computer aided design), radial CAM, plate CAM, cylindrical CAM.		Deeper Learning	Research different types of CAM, identifying characteristics and uses of each type, presenting findings to class.
	How do we perform confidently in front of an audience?				
Music (Performing: Rounds)	<ul style="list-style-type: none"> - Maintain a simple part of a song within a group (Yr4). 	<ul style="list-style-type: none"> - Understand the contribution of a round. - Know that 'rounds' are musical songs where two or more people 	<ul style="list-style-type: none"> - Maintain a part in a song with at least 2 parts in front of an audience. 	<ul style="list-style-type: none"> - Maintain a part in a song with 2 parts. - Identify a round within a song. 	<ul style="list-style-type: none"> - Play and perform confidently in a range of solo and ensemble contexts

	- Identify the verse and chorus of a song (Yr4).	are singing a similar melody, but the words and the starting time are different for each person (or group of people).	- Explain why two parts of a song go well together. - Listen to a song and point out when a round begins.	- Show an awareness of the audience when performing. - Confidently maintain a part in a song with 2 parts in front of an audience. - To review the combination of 2 parts of a song e.g. why do they go well together.	using their voice, playing instruments musically, fluently and with accuracy and expression (KS3).
	Key Vocabulary	Round, audience, melody, part.		Deeper Learning	Children perform more complex songs with confidence and musical expression.
Year 5					
PSHE (Safety and the Changing Body)		- Know the steps to take before sending a message online (using the THINK mnemonic). - Know some of the possible risks online. - Know some strategies I can use to overcome pressure from others and make my own decisions. - Understand the process of the menstrual cycle. - Know the names of the external sexual parts of the body and the internal reproductive organs. - Know that puberty happens at different ages for different people. - Know how to assess a casualty's condition.	- Develop an understanding of how to ensure relationships online are safe. - Learn to make 'for' and 'against' arguments to help with decision making. - Learn about the emotional changes during puberty. - Identify reliable sources of help with puberty. - Learn about how to help someone who is bleeding.	- To understand what is safe to share online and what to do before sending a message. - To identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. - To accurately name all the relevant parts of the body. - To understand the changes their own gender will go through during puberty. - To list the range of changes they will go through during puberty. - To assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. - To understand that other people can influence our decisions but we have the right to make our own choices.	
	Key Vocabulary	Attraction, Bladder, Breasts, Cervix, Clitoris, Decision, Egg or ova, Ejaculation, Erection, Fallopian tube, Friend, Influence, Labia, Menstruation/period, Nipples, Ovary/ovaries, Private, Puberty, Pubic hair, Scrotum, Testicles/testes, Vagina, Vulva		Deeper Learning	Children have a secure understanding of the bodily changes that their own gender will go through and can explain the physical and emotional changes clearly.
	Year 6				

		<ul style="list-style-type: none"> - Understand that online relationships should be treated in the same way as face to face relationships. - Know where to get help with online problems. - Understand the risks associated with drinking alcohol. - Understand how a baby is conceived and develops. - Know how to conduct a primary survey (using DRSABC). 	<ul style="list-style-type: none"> - Develop an understanding about the reliability of online information. - Explore online relationships including dealing with problems. - Discuss the reasons why adults may or may not drink alcohol. - Discuss problems which might be encountered during puberty and using knowledge to help. - Learn how to help someone who is choking. - Place an unresponsive patient into the recovery position. 	<ul style="list-style-type: none"> - To understand some of the reasons adults decide to drink or not drink alcohol. - To understand some ways to check that a news story is real. - To understand how they should behave online and the impact negativity can have. - To understand of changes that take place during puberty. - To understand the menstrual cycle and that a male and a female are needed to conceive a baby. - To understand that a baby changes in the womb and some of the baby's requirements during the first months of life. - To recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. - To conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given. 	<ul style="list-style-type: none"> - Further RSE study at KS3 and beyond.
	Key Vocabulary	Alcohol, Bladder, Breasts, Cervix, Clitoris, Conception, Cyberbullying, Egg or ova, Ejaculation, Erection, Fallopian tube, Fertilisation, Genitals, Internet trolling, Labia, Menstruation/period, Nipples, Ovary/ovaries, Penis, Pregnant, Puberty, Pubic hair, Scrotum, Sexual intercourse, Sperm, Sperm duct, Testicles/testes, Urethra	Deeper Learning	Children use the correct anatomical / scientific terms for body parts and the changes that occur during puberty and conception.	
Athletics					

Physical Education (Athletics and Dance)	- Athletics (Yr4) - Athletics (Yr3)	- Know a pull throw is typically used to throw a javelin. - Know a push throw is typically used to throw a shot-putt. - Know a sling throw is typically used to throw a discus. - Know a heave throw is typically used to throw objects overhead from between the legs. - Know how to use body parts effectively when running for speed.	- Perform various types of throw, refining and improving technique to achieve better results. - Combine jumps to jump for distance. - Identify ways of improving own and others' performance. - Adapt technique when running for difference purposes (speed / distance).	- To perform running techniques for short and long distances. - To perform a pull and push throw. - To take off and land one foot to one foot (same and other). - To develop running for a distance. - To develop running for speed. - To take off and land using a combination of jumps. - To perform a sling throw. - To develop running techniques at different speeds. - To take off and land using a hop, step and jump. - To perform a heave throw. - To take off part in an athletics event and recording times and distances.	- Develop technique and improve their performance in competitive sports, including athletics (KS3).
	Key Vocabulary	Sling throw, pull throw, push throw, heave throw, technique.	Deeper Learning	Children demonstrate ability to combine skills effectively to achieve maximum performance.	
	<u>Dance – Seaside</u>				
- Dance (Elder Aut 2, Spring 1) - Dance (Yr4) - Dance (Yr3)	- Know that to counterbalance something means to balance or correct it with something that has an equal but opposite effect.	- Perform movements with control. - Transition effectively from one movement to another. - Show awareness of audience and adapt movements accordingly. - Perform in unison with others. - Make own decisions about how to improve performance.	- Pupils can accurately copy and replicate one/series of dance movements. - Pupils can make decisions about their dances to make them interesting and unique. - Pupils add character to their actions to portray the story. - Pupils learn and perform a range of counter balances and/or lifts within their existing group dance. - Pupils create and perform a travelling sequence on their own pathway, exploring the space, remaining in unison with their group. - Pupils can perform the entire dance with strong characterisation and timing without any teacher guidance.	- Perform dances using advanced dance techniques within a range of dance styles and forms (KS3).	

	Key Vocabulary	Unison, counter-balance, technique, travel, sequence, audience.	Deeper Learning	Pupils suggest their own lifts and teach others how to execute them.	
Religious Education (Christianity: Church)	If life is like a journey, what's the destination?				
	<ul style="list-style-type: none"> - Christianity: Church – Maple Summer 2 (Cycle B) - Christianity: Church – Maple Summer 1 (Cycle A) 	<ul style="list-style-type: none"> - Know that Christians believe that Jesus died to pay for their sins and to restore the close relationship with God that humans were damaging with their wrong choices and behaviour (known as sin). - Know that, three days after the crucifixion, Christians believe that God raised Jesus back to life (known as the resurrection), showing that Jesus' death was a victory over sin and death. - Know that Christians know that physical death still happens, however, Christian teachings state that those who believe in God and live good lives will be given eternal life in Heaven after their physical life is over. - Know that Catholic Christians now refer to confession as reconciliation. 	<ul style="list-style-type: none"> - Talk about beliefs in what happens after death. - Explain how Christian beliefs about life after death may affect their life. - Talk about the importance of saying sorry to maintain friendships and relationships with others. 	<ul style="list-style-type: none"> - To explain Christian beliefs about salvation. - To explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian. - Explore Christian ideas about forgiveness of sin and the different ways people might seek to be forgiven. - Discuss the importance of saying sorry and forgiveness in maintaining relationships with others. - To reflect on the benefits and difficulties of forgiveness. 	Further Religious education study at KS3 and beyond.
	Key Vocabulary	Forgiveness, crucifixion, resurrection, reconciliation, salvation,	Deeper Learning		
French (Le Café)	<ul style="list-style-type: none"> - Food: Elder Summer 1 (Cycle B) and Spring 2 (Cycle A). 	<ul style="list-style-type: none"> - Know how to ask and answer questions at a café. - Know the French words for various café items. 	<ul style="list-style-type: none"> - Take part in a brief conversation about things, including giving an opinion, with increasing fluency. - Understand the main points from a spoken passage. - Be able to pronounce words with increasing confidence. - Understand what is being spoken about from a short passage (i.e. a shopping list). 	<ul style="list-style-type: none"> - To understand the main points from a spoken passage with repetition, e.g. a shopping list. - To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. - To develop pronunciation using familiar words and phrases. - To be able to write a short paragraph about a familiar topic. 	<ul style="list-style-type: none"> - Speak coherently and confidently, with increasingly accurate pronunciation and intonation (Languages KS3) - Transcribe words and short sentences that they hear with increasing

				- To be able to say and write a sentence in the present tense using more than one verb, e.g. I am, I go, I play)	accuracy (KS3 Languages)
	Key Vocabulary	Vous désirez? Je voudrais, C'est combine? Voilà, Serveur/Serveuse, Pas de problème, l'addition, Ça fait, Pleasantries (s'il vous plait, merci, au revoir), les boissons, un coca, un chocolate chaud, un café, les snacks, une portion des frites, une pizza, une glace, fromage, jambon.	Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions with increasing confidence.	

Year 5

Year 6