






Coupe Green
Primary School
HOUGHTON

‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 2	Theme: Terrific Transport			
			Key Text:	The London Eye Mystery		
			Enrichment Opportunities	Leyland Transport Museum		
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning	
English	Detective / Crime Fiction					
	Mystery story (Year 3/ 4 Summer 2 Cycle A)	<p>Reading</p> <p>-Know how to investigate vocabulary using surrounding context.</p> <p>-Know how to summarise main ideas in a text.</p> <p>Writing</p> <p>-Know the features of a detective/crime story.</p> <p>-Know the features of a diary entry.</p> <p>-Know the features of a newspaper.</p> <p>-Know how to use third person</p> <p>Spelling</p> <p>-To know the suffix -ation.</p> <p>-To know ou spellings such as young, touch, double.</p> <p>-To know a range of homophones and near homophones.</p>	<p>Reading</p> <p>-Make predictions using knowledge.</p> <p>-Make inferences on characters based on their thoughts and actions.</p> <p>-To retrieve from a text using what is known.</p> <p>Writing</p> <p>-Use organisational devices such as a headline and introductory paragraph.</p> <p>-Proofread, edit and improve writing.</p> <p>-Write a diary entry.</p> <p>-Write a newspaper report.</p> <p>Spelling</p> <p>-To apply the rules of the suffix -ation to writing.</p>	<p>Reading</p> <p>-To make predictions.</p> <p>-To make inferences about a character.</p> <p>-To retrieve from a text.</p> <p>-To investigate vocabulary.</p> <p>-To summarise a story.</p> <p>Writing</p> <p>-To know the features of a detective/crime story.</p> <p>-To write a diary entry.</p> <p>-To choose language to inform and persuade.</p> <p>-To know the features of a newspaper report.</p> <p>-To plan my newspaper report.</p> <p>-To write my newspaper report using appropriate genre features.</p> <p>Spelling</p> <p>-To learn the suffix -ation.</p> <p>-To learn ou spellings.</p>	-Detective/crime fiction (Year 5/6 Cycle A)	

			-To apply a range o homophones and near homophones in my writing.	-To explore a range of homophones and near homophones.	
	Key Vocabulary	Devastate, hectic, writhe, agony, contradiction, plummet		Deeper Learning	Early prediction as to what has happened to Salim. Can children work this out early on in the book?
	Persuasive Texts				
	- Persuasive Texts (Y2 Summer 2) Persuasion: Letters (Year 3/4 Autumn 2 Cycle A)	Reading -Know how to investigate vocabulary using surrounding context. Writing -Know what persuasive writing is and know the features. -To know how to plan my writing. -Know appropriate genre features for persuasive writing such as modal verbs, fronted adverbials, rhetorical questions. Spelling -To know inter means 'between' or 'among' -To know a range of homophones and near homophones.	Reading -To retrieve from a text using what is known. -To compare texts using my knowledge and give my opinion on which is better and explain why. Writing -Apply persuasive writing features to my writing. -Write a persuasive advert. To proofread for grammatical, spelling and punctuation errors. Spelling --To apply a range of homophones and near homophones in my writing.	Reading -To retrieve from a text. -To explore texts through small group discussion. -To explore vocabulary in a text. -To compare texts and give my opinion. Writing -To know what persuasive writing is and know the features. - To design a car for my persuasive writing. - To plan my persuasive writing using appropriate genre features. -To write a persuasive advert. -To proofread for grammatical, spelling and punctuation errors. Spelling -To learn inter spellings. -To explore a range of homophones and near homophones.	Persuasion (Year 4/5 Cycle A Autumn 2) Persuasion (Year 5/6 Autumn 2)
	Key Vocabulary	Modal verbs and rhetorical questions.		Deeper Learning	To be able to give the strongest possible argument to win over the reader but also able to honour others viewpoints.

Maths	<ul style="list-style-type: none">- Properties of Shape- Geometry: Position and Direction- Measurement: Converting Units and Volume		Select the files to the right for more detailed guidance.	<div> Year-4-and-5-Mixed-Age-Guidance-Summe</div> <div> Year-4-and-5-Mixed-Age-Guidance-Summe</div> <div> Year-4-and-5-Mixed-Age-Guidance-Summe</div>	
Science (Forces)	Why do most objects fall to the ground and no float in the air?				
	<ul style="list-style-type: none">- Forces and Magnets: Ash Spring 1 (Cycle B)- Forces: Maple Summer 1 (Cycle A)	<ul style="list-style-type: none">- Know that gravity is the force that pulls objects towards the centre of the earth.- Know that air resistance causes a parachute to slow its descent towards the earth, as it is acting against gravity.- Know that water resistance prevents some objects moving on water; objects have to be designed (such as boats) to reduce the amount of water resistance, allowing it to move.- Know that friction is a force between two surfaces that are sliding, or trying to slide, across each other.- Know that objects travel easier on smooth surfaces, however, objects find it easier to stop on rougher surfaces (e.g. tyres have tread depth in order for them to stop at a quicker rate compared to them being smooth).	<ul style="list-style-type: none">- Identify the forces acting on objects in particular situations.- Use scientific tools to measure and record data accurately.- Explain, using scientific terminology, the effect forces have on objects.- Choose appropriate graphs, charts or diagrams to represent results of scientific investigations.	<ul style="list-style-type: none">- 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 as Galileo Galilei and Isaac Newton and their important work linked to gravity.- To use diagrams, keys, bar charts and tables; using scientific language.- To make careful and accurate observations, including the use of standard units.- To read, spell and pronounce scientific vocabulary accurately.- To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	<ul style="list-style-type: none">- Forces: Elder Summer 1 (Cycle A)
	Key Vocabulary	Gravity, air resistance, water resistance, descent, ascent, tread, rough, smooth, surface, friction, levers, pulleys, gears.		Deeper Learning	Research and present on forces in particular settings i.e. nature / sport / physical objects.
	How did the wheel change the World?				

History (History of Transport)	<ul style="list-style-type: none">- To use specialist dates and terms to place topics studied into different periods (century, decade, Roman, Egyptian etc) (Yr3).- To make connections between and across periods such as differences between clothes, homes, buildings or transport (Yr3).	<ul style="list-style-type: none">- Know that the earliest evidence of a wheel is from 4000BC in ancient Mesopotamia.- Know that the invention of the wheel led to the development of cars, trains, streetcars, farm machines, wagons, and nearly all factory and mine equipment.- Know that Wilbur and Orville Wright (Wright brothers) were brothers and American inventors who are now known as pioneers of aviation.- The Wright brothers took part in the first successful powered flight in December, 1903.- The first motor vehicle was first designed and made in 1886 by Carl Benz.- Know that Preston has been an important transport hub since the Romans.	<ul style="list-style-type: none">- Use images of aeroplanes to place them in chronological order.- Explain the changes in transport types over the period studied.- Make informed decisions about how to present historical information for the required audience.- Answer historical questions about similarity and difference using suitable historical terms.- Use sources to form impressions about life in the past.	<ul style="list-style-type: none">- To know and sequence key events within a time period.- To identify where some periods studied fit into a chronological framework.- To make comparisons between times in the past.- To describe how some of the things studied from past influence life today.- To use multiple sources to draw conclusions about life in the past (e.g. photos, newspapers, diaries).- To use a variety of evidence to build a picture of past events, using books and the internet for research.- To address historically valid questions about change, cause, similarity and difference, and significance.- To discuss significant aspects of and links between historical events using different genres of media (writing, drawing, diagrams, data-handling drama, ICT etc).	<ul style="list-style-type: none">- With increasing accuracy, make comparisons between times in the past (Yr6).- To devise historically valid questions about change, cause, similarity and difference, and significance (Yr6).
	Key Vocabulary	Transport, motor vehicle, Wright Brothers, Carl Benz, Mesopotamia, pioneer, aviation.		Deeper Learning	- Children make more complex links between transport studied, suggesting impact of developments on wider world (i.e. plane use in WW2, end of canals as form of transport etc).
Design Technology (Mechanisms and Mechanical Systems)					
	<ul style="list-style-type: none">- Select from a range of existing designs (Yr3).	<ul style="list-style-type: none">- Know the names of materials and tools I am using.- Know a CAM is used to transfer rotary motion into linear motion.	<ul style="list-style-type: none">- Analyse existing products and create alternative designs.- Make a prototype to test and improve my design.	<ul style="list-style-type: none">- To draw, design and label each part of my design with instructions.- To use prototypes to improve, test and make	<ul style="list-style-type: none">- Analyse existing products to create innovative designs (Yr6)- Make prototypes to refine techniques (Yr6).

	<ul style="list-style-type: none"> - Use tools accurately (Yr3). 	<ul style="list-style-type: none"> - Know a crank handle is a device which moves things in a circle. - Know a frame structure is a 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. 	<ul style="list-style-type: none"> - Suggest suitable design criteria for a product. - Use a range of cutting and measuring tools effectively. - 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"> changes to my design considering the final appearance. - To give reasons for my final choice of a design, thinking about materials, processes and how easily it can be made. - To suggest improvements once my final design has been made. - 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. - 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. 	
	Key Vocabulary	Prototype, CAM, CAM follower, crank handle, frame structure, CAD (computer aided design),	Deeper Learning	Children show a clear understanding of the link between CAM shape and resulting linear motion, linking this to a specific need in the product.	
Music					

(Creating and Composing)	<ul style="list-style-type: none">- Know the difference between tuned and untuned instruments (Yr3).- Create music which combines dynamics and tempo (Yr3).	<ul style="list-style-type: none">- Know a minim is a musical note worth half a semibreve (whole note).- Know a crotchet is a musical note with the time value of one beat.- Know a musical staff is a set of five lines and four spaces on which notes are written to indicate their pitch.- Know a semibreve is a musical note which counts for 4 beats.- Know a quaver is a musical note lasting for half a beat.	<ul style="list-style-type: none">- Compose music using minims and crotchets.- Keep a stead beat on an instrument.- Recognise the symbols for a minim and crotchet.	<ul style="list-style-type: none">- Compose music using the beats of a minim and a crotchet.- Keep a steady beat on an instrument whilst against another section of the music.- Know the worth of a minim and a crotchet.- Understand the reason for a musical staff.- Recognise the symbols for a minim and crotchet on a stave.- To know the worth of a semibreve and a quaver.- Know and use the EGDBF and FACE on a musical stave.- Create and perform repeated rhythmic patterns on percussion instruments.- Compose using notations of a semibreve and quaver (and prior notation).	<ul style="list-style-type: none">- Compose music to meet a specific mood (Yr6).- Recognise and use a dotted minim and accent (Yr6).
	Key Vocabulary	Minim, semibreve, quaver, crotchet, beat, percussion instruments.		Deeper Learning	<ul style="list-style-type: none">- Children recognise and can read musical notation with increasing confidence and speed.- Children make effective choices when composing their own music considering audience and purpose.
PSHE (Safety and the Changing Body)	Year 4				
	<ul style="list-style-type: none">- Show an understanding that they must consider their own safety before helping others in an emergency situation (Yr3).- Understand how to help someone who	<ul style="list-style-type: none">- Understand that there are risks to sharing things online.- Know the difference between private and public.- Understand the risks associated with smoking tobacco.- Understand the physical changes to both male and female bodies as people grow from children to adults.- Know that asthma is a condition that causes the airways to narrow.	<ul style="list-style-type: none">- Discuss how to seek help if I need to.- Explore what to do if an adult makes me feel uncomfortable.- Learn about the benefits and risks of sharing information online.- Discuss the benefits of being a non-smoker.- Discuss some physical and emotional changes during puberty.	<ul style="list-style-type: none">- To understand the reasons for legal age restrictions.- To understand how quickly information can spread on the internet and some of the risks associated with that.- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.- To understand the difference between private and public, and secrets and surprises.	<ul style="list-style-type: none">- To accurately name all the relevant parts of the body (Yr5).- To understand the changes their own gender will go through during puberty (Yr5).

	has been bitten or stung (Yr3).		- Learn how to help someone who is having an asthma attack.	<ul style="list-style-type: none"> - To understand how search engines work and whether information is useful. - To understand the changes they have already gone through and aware of some changes to come. - To understand that they will change physically as they develop into adults. - Understand some of the risks of smoking and some of the benefits of being a non-smoker. 	
	Key Vocabulary	Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco	Deeper Learning	Which features can you use on a device to protect you from unsafe content? Write a letter to explain to a younger child why sharing information online can be dangerous.	
<u>Year 5</u>					
	<ul style="list-style-type: none"> - To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack (Yr4). - To understand the difference between private and public, and secrets and surprises (Yr4). 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Understand the menstrual cycle and that a male and a female are needed to conceive a baby (Yr6). - Understand that a baby changes in the womb and some of the baby's requirements during the first months of life (Yr6).

				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	Why is peer pressure dangerous? What impact can it have on people?
Physical Education (Athletics and Striking and Fielding: Rounders)	<u>Athletics</u>				
	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Ash Summer 2 (Cycle A)	- Know which objects require which type of throw. - Know how to hold a baton/quoit to allow it to be passed to a partner quickly. - Know how different body parts can help us run at speed. - Know how to use arms to propel body forward when jumping for distance.	- Use a range of throwing actions effectively. - Jump from two feet to two feet for distance. - Work effectively in a team to move a quoit/baton quickly. - Combine a hop, step and a jump to travel for distance. - Choose the most appropriate throwing technique for given objects.	- To throw using a pull action. - To explore different running techniques. - To throw using a push action. - To perform the sling throwing action. - To develop jumping actions (two feet to two feet for distance - To throw for distance using a pull, push and sling throw. - To pass a quoit/baton to a teammate in a relay. - To perform a hop, step and jump. - To perform a combination of 5 jumps	- Athletics: Maple Summer 2 (Cycle A) - Athletics: Elder Summer 2 (Cycle A)
	Key Vocabulary	Pull action, push action, sling throw, techniques, distance, quoit, baton.		Deeper Learning	Children perform running, jumping and throwing actions with efficiency and can suggest ways to improve own or others' performance.
	<u>Striking and Fielding - Rounders</u>				

	<ul style="list-style-type: none">- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)- Striking and Fielding: Ash Summer 2 (Cycle A)	<ul style="list-style-type: none">- Know an underarm throw is used for accuracy over a short distance.- Know the correct technique for catching a ball moving through the air over a long distance.	<ul style="list-style-type: none">- Throw an underarm throw accurately towards a target.- Strike a ball using a bat from a tee or via a drop feed.- Make choices about where to stand to field a ball in a striking and fielding game.- Suggest ways of improving my own and others' performance.	<ul style="list-style-type: none">- To demonstrate an underarm throw with accuracy.- To catch a ball in a striking and fielding game.- To strike a ball from a tee or a drop feed.- To catch a ball in a striking and fielding game.- To apply a simple tactic in a striking and fielding game.- To make a simple assessment of their own performance based on the success criteria.	<ul style="list-style-type: none">- Striking and Fielding: Elder Summer 2 (Cycle A)- Striking and Fielding: Maple Summer 1 and 2 (Cycle A)
	Key Vocabulary	Underarm, accuracy, tee, tactics, success criteria.		Deeper Learning	Children can strike a ball confidently, finding space to maximise gains. Children show a more developed awareness of tactics in striking and fielding games.
Religious Education (Christianity: Church)	What does 'Love your neighbour' really mean?				
	<ul style="list-style-type: none">- Christianity: God – Autumn 1 (Cycle A)- Christianity: Ash - Autumn 1 Cycle A)	<ul style="list-style-type: none">- Know that agape means 'selfless love of others.- Know that Jesus taught his followers using parables.- Know that parables are stories with a moral that make use of familiar settings.- Know that Jesus told parables to encourage those who heard them to behave in a particular way.- Be familiar with the Parable of the Good Samaritan and the parable of the Unforgiving Servant.- Know that in Christianity, the term 'neighbour' often refers to 'others.'	<ul style="list-style-type: none">- Parables teach Christians the correct way to behave.- Christians believe we should treat others as we would like to be treated ourselves.- Be able to talk about wisdom they have received from others (i.e. a parent or grandparent) or from stories.- Identify messages they would want to pass on to others.	<ul style="list-style-type: none">- Retell some of the main parables of Jesus.- Explain how and why parables might be an important source of guidance for Christians.- Describe and explain (with examples) Christian attitudes about how to treat others.- Explain (with examples) how and why people might use stories to pass on wisdom and guidance.- Discuss examples of wisdom and guidance that they have learnt from stories.- Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.	<ul style="list-style-type: none">- Christianity: God - Autumn 1 (Cycle A)- Christianity: God – Elder: Autumn 1 (Cycle A)
	Key Vocabulary	Parable, moral, good Samaritan, neighbour, guidance, wisdom		Deeper Learning	

French (Sports: Likes and Dislikes)	Sports – Likes and dislike: Maple Summer 2 (Cycle A)	<ul style="list-style-type: none"> - Know that Je déteste means I hate. - Know that J’aime means I like. - Know that J’adore means I love. - Know that Je n’aime pas means I do not like. - Know that Quele sports aimes-tu? means What sports do you like? - Know the French words for common sports (see vocab list below). 	<ul style="list-style-type: none"> - Ask the question Quele sports aimes-tu? and understand the answer. - Answer the question Quele sports aimes-tu? with confidence. - Recognise if a sentence is in the present tense. - Hold a simple conversation about sporting likes and dislikes. 	<ul style="list-style-type: none"> - To know the French words for common sports. - To discuss which sports I like and dislike. - To explore patterns and sounds of language through rhyme. - To ask and answer simple questions to give basic information, e.g. name, age. - To understand when a sentence is spoken in the present tense. - 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. 	Further conversational French across Yr6.
	Key Vocabulary	le football, la natation, le tennis, cyclisme, la voile, la gymnastique, equitation, danser, Quele sports aimes-tu?, J’aime..., J’adore..., Je n’aime pas..., Je déteste...	Deeper Learning	Children demonstrate effective pronunciation of French vocabulary and can ask and answer questions with increasing confidence.	

Year 4

Year 5