

Summer 1

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
English	<b>Unit 3</b> Spelling units Why do some words end dge or ge? Why can /j/ be spelled j or g in different words?	<b>Unit 4</b> The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?		<b>Unit 5</b> Why do I swap the 'y' for an 'i' when I add the suffix -es?	<b>Unit 6</b> Why do some words have the spelling 'ey' for the sound /ee/?	<b>Unit 7</b> Why do some words end -le, -al, -il or -el?	<b>Unit 8</b> Why does 'c' make the sound /s/ in some words?	
	Prickly spellings/homophones	many any won/one	who whole our/hour		people friend quite/quiet	move improve see/sea	Review all prickly spellings to/two/too	beautiful laugh here/hear
	Simmering - PaG	Past / present tense	Use commas in a list. Identify and explain what an adjective is and the impact it has on the reader.	Know that is, are, am, was and were are verbs.	Begin to use expanded noun phrases to describe and specify.	Punctuate the 4 types of sentences.	Identify and understand the difference between a co-ordinating and subordinating conjunction.	Review week
	New - PaG	Recognise verbs as not just doing words but being words and know that is, are, am, was and were are verbs.	Use the past tense accurately and consistently. Understand a rule for standard English is consistency in tense.	Beginning to understand the progressive form of verbs in the present and past tense. Recognise regular and irregular verbs	Use apostrophes for contracted words (omission).	Use apostrophes for contracted words (omission).	I can use the apostrophe to show singular possession	I can use the apostrophe to show singular possession
	Reading	<b>Our class read - The Owl who was Afraid of the Dark.</b> 3 x a week - Little Wandle reading groups. Lesson 1 - Read as a reader Lesson 2 - WOW words and comprehension			<b>Our class read - You're a bad man, Mr Gum!</b> 3 x a week - Little Wandle reading groups. Lesson 1 - Read as a reader Lesson 2 - WOW words and comprehension			

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	Writing	Finish off setting description	Poetry - Wellbeing poem				Instructions - Instructions for a DT project		
			Writing to entertain				Writing to inform		
Maths	Times tables & maths fluency	5x, 10x Addition and subtraction	5x, 10x Addition and subtraction	5x, 10x, 2x Addition and subtraction	5x, 10x, 2x Addition and subtraction	5x, 10x, 2x Addition and subtraction	5x, 10x, 2x Addition and subtraction	5x, 10x, 2x Addition and subtraction	
	WRM	Measurement Mass, capacity and temperature		Number Fractions			Measurement Time		
Science		Living things and their habitats							
		<p>Key question: How do we know something is alive?</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>I will explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>							
PE	PE - Harrogate Town Real PE - Dance - Lesson 5	PE - Harrogate Town Real PE - Dance - Lesson 6	PE - Harrogate Town Real PE - Physical - Lesson 1	PE - Harrogate Town Real PE - Physical - Lesson 2	PE - Harrogate Town Real PE - Physical - Lesson 3	PE - Harrogate Town Real PE - Physical - Lesson 4	PE - Harrogate Town Real PE - Physical - Lesson 5		
PHSE and e-safety	<p>PHSE - Citizenship</p> <p>E-safety - Health wellbeing and lifestyle</p>								
Computing	<p>Digital music</p> <ul style="list-style-type: none"> <li>I know how music can make us feel.</li> <li>I know that there are patterns in music.</li> <li>I know how to experiment with sound using a computer.</li> <li>I know how to use a computer to create a musical pattern. <ul style="list-style-type: none"> <li>I know how to create music for a purpose.</li> </ul> </li> <li>I know how to review and refine their computer work.</li> </ul>								

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Art	
DT	<p style="text-align: center;"><b>End product - Weaving</b></p> <ul style="list-style-type: none"> <li>• I can use a loom to weave.</li> <li>• I know which colours can be mixed to make secondary colours.             <ul style="list-style-type: none"> <li>• I know that they can mix materials to create texture.</li> <li>• I know how to cut, glue and trim material.</li> </ul> </li> </ul>
Geography	
History	<p style="text-align: center;"><b>Hospitals and healthcare</b></p> <ul style="list-style-type: none"> <li>• I will know how Florence Nightingale and Edith Cavell help to improve hospitals.             <ul style="list-style-type: none"> <li>• Children will know how we can find out about the past.</li> </ul> </li> <li>• I will identify Florence Nightingale, and why was she important and identify Edith Cavell, and why was she important.             <ul style="list-style-type: none"> <li>• I will know when Florence and Edith become significant.</li> <li>• I will understand why Florence and Edith acted the way they did.                 <ul style="list-style-type: none"> <li>• I will describe how has the past been represented?</li> </ul> </li> <li>• I will understand why Florence and Edith changed our hospitals.</li> </ul> </li> </ul>
Music	<p style="text-align: center;"><b>On this island: British songs and sounds</b></p> <ul style="list-style-type: none"> <li>• I can take inspiration from the British Isles.</li> <li>• I can explore how to create sounds to represent three contrasting landscapes.             <ul style="list-style-type: none"> <li>• I can create my own soundscape.</li> </ul> </li> </ul>
RE	<p style="text-align: center;"><b>How should we care for others and the world, and why does it matter?</b></p> <ul style="list-style-type: none"> <li>• I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• I can identify ways that some people make a response to God by caring for others and the world.</li> <li>• I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>• I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.             <ul style="list-style-type: none"> <li>• I can talk about issues of good and bad, right, and wrong arising from the stories.</li> </ul> </li> </ul>