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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Class Read** | The Valley of Lost Secrets | When Hitler Stole Pink Rabbit | The Wreck of Zanzibar | Holes | Floodland | The Boy at the Back of the Class |
| **English**  **Writing Focus** | Writing to discuss - non-chronological report  Writing to entertain - Story | Writing to discuss – Discussion  Writing to persuade - Leaflet | Writing to inform - Newspaper  Writing to entertain - Setting description | Writing to inform - Instructions  Writing to entertain - Poetry | Writing to persuade - Persuasive letter  Writing to entertain - Characterising speech | Writing Projects |
| **English**  **Reading Focus** | Read as a reader: The Valley of Lost Secrets | Read as a reader: When Hitler Stole Pink Rabbit | Read as a reader: The Wreck of Zanzibar | Read as a reader: Holes | Read as a reader: Floodland | Read as a reader: The Boy at the Back of the Class |
| **English**  **PaG Focus** | I can use a wide range of punctuation accurately and consistently.  I can use expanded noun phrases to give complicated information concisely.  I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.  I can use a range of verb forms (including the perfect form) to develop meaning and maintain appropriate tense choice.  I can use modal verbs or adverbs to show how possible something is.  I know and follow the rules of Standard English.  I can use passive verbs in a sentence.  I can use direct and reported speech accurately and consistently. | I can use suffixes to convert from one word class to another - -ate, -ise, -ify/-ness, -ment/-ful, -ous, Verb prefixes -dis-, mis-, de-, over-, re- (government, fearful)  I can use hyphens to avoid confusion in understanding of what has been written.  I can use semi-colons, colons or dashes between clauses and a colon to introduce a list. | I can use direct and reported speech accurately and consistently.  I can recognise vocabulary and structures appropriate for formal writing (including subjunctive)  I can use ellipsis. | I can use semi-colons, colons or dashes between clauses and a colon to introduce a list.  I can use hyphens to avoid confusion in understanding of what has been written.  Composition: I can plan my writing by: identifying the audience and purpose, selecting the appropriate form and using example texts to help me.  Composition: I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear. | I can use passive verbs in a sentence.  I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.  I can use direct and reported speech accurately and consistently. | Consolidation |
| **English**  **Spelling Focus** | I can use these word endings , -ant, -ance/- ancy -ent ,ence/-ency  I can identify when to use –cious or –tious at the end of a word , If root word ends in –ce – usually use –cious. | I know when to use – cial and when to use – tial at the end of words , Usually –cial after a vowel and –tial after a consonant.  I can add the suffixes beginning with vowel letters to words ending in -fer , ‘r’ is doubled if – fer is stressed after adding suffix ‘r’ is not doubled if –fer is no longer stressed. | I know that the ‘i before e except after c’ rule applies to words where the sound spelt by ei is /ee/  Use suffixes to convert from one-word class to another: - ate,-ness, -ment, -ful,-ous, de-, over-etc. | I continue to understand the difference between homophones and other words often confused words. | I can use the first 3 or 4 letters of a word to check spelling, meaning and synonyms in a thesaurus. I can use the thesaurus for synonyms and antonyms. | Revise all |
| **English**  **Keywords** | apparent appreciate attached available average | desperate determined develop dictionary disastrous | achieve ancient definite harass hindrance identity immediate(ly) individual, interfere interrupt signature sincere(ly) | embarrass environment equip ( –ped, –ment) especially exaggerate excellent existence explanation | category cemetery committee communicate community competition language leisure lightning marvellous mischievous muscle necessary neighbour | nuisance occupy occur opportunity parliament |
| **English**  **Composition** | -Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases.  -Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.  -Able to describe settings, characters, and atmospheres.  -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.  -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.  -Able to proofread for spelling and punctuation. | Able to change paragraphs accurately and consistently.  -Able to use a wide range of devices to make links within and across a paragraph: repetition, adverbials, conjunctions, pronouns, and chains of reference.  -Use features such as columns, bullet points, tables, and subheadings to structure the text and guide the reader.  -Able to sustain a convincing viewpoint throughout a piece of writing.  -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.  -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.  -Able to proofread for spelling and punctuation. | -Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases.  -Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.  -Able to describe settings, characters, and atmospheres.  -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.  -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.  -Able to proofread for spelling and punctuation. | -Identify the audience and purpose of my text and plan for this.  -Able to select the appropriate form when planning my writing.  -Use example texts to help with my planning.  -Able to plan my writing by noting down and developing ideas from reading and research. | -Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases.  -Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.  -Able to describe settings, characters, and atmospheres.  -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.  -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.  -Able to proofread for spelling and punctuation. | -Able to draft and write by using a variety of techniques to engage the reader: building tension, comment, opinion, reflections, expansion of key events and detailed characterisation.  -Able to describe settings, characters, and atmospheres.  -Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.  -Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.  -Able to proofread for spelling and punctuation. |
| **Maths** | Number   * Place Value * Addition, Subtraction, Multiplication and Division | Number   * Fractions A * Fractions B   Measurement   * Converting Units | Number   * Ratio * Algebra * Decimals | Number   * Fractions, Decimals and Percentages   Measurement   * Area, Perimeter and Volume   Statistics | Geometry   * Shape * Position and Direction | Themed projects, Consolidation and Problem Solving |
| **Science** | Electricity | | Light | Animals including humans | Living things and their habitats | Evolution and inheritance |
| **History/**  **Geography** | History:  WW2 | History:  WW2 | Geography:  Fieldwork: Sustainability | History:  Crime and Punishment | Geography:  UK Depth study | Geography:  UK Depth study |
| **Music** | Dynamics, pitch and texture (Theme: Coast – Fingal's Cave by Mendelssohn | Songs of World War 2 | Film music | Theme and variations (Theme: Pop art) | Composing and performing a Leaver’s song | Baroque |
| **Art/DT** | Art:  Printing: Develop own patterns and imagery  Artist Study: William Morris | DT:  Textiles: Using applique and reverse applique to decorate a product.  Creator Study: Marie Ban Brittan Brown | Art:  Sculpture: Combining and manipulating materials  Artist Study: Alexander Calder | DT:  Food Technology: Design and create a healthy and balanced main meal. | DT:  Mechanism: Make a moving toy with a motor.  Creator Study: Yinka Ilori | Art:  Choice: Research project and final piece inspired by this.  Artist Study: Free Choice |
| **PSHE**  **E-Safety** | Being Me in my world  Brave, Kind, Curious – Values in school and society  Self-Image & Identity | Family and relationships  Online Relationships | Health and wellbeing  Online Reputation | Changing Body  Managing Online Information | Citizenship  Health, Wellbeing & Lifestyle | Economic Wellbeing / Identity  Privacy and security |
| **PE** | Real PE – Unit 1 - Personal   * Ball skills * Reaction and response   Forest School | Real PE – Unit 2 – Social   * Dynamic balance * Counter balance   Harrogate Town FC/Bike Ability | Real PE – Unit 3 – Cognitive   * Stance * Footwork   Real Gym   * Partner work * Large apparatus | Real PE – Unit 4 – Creative   * Seated balance * Floor work   Harrogate Town FC | Real PE – Unit 5 – Physical   * Jumping and landing * One leg balance   Real Dance   * Artistry * Partnering | Sports day practice  Harrogate Town FC |
| **RE** | Believing - What do religions say to us when life is hard? | | Expressing - Is it better to express your religion in arts and architecture or in charity and generosity?  What can be done to reduce racism? Can religion help? | | Living - What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?  What do religious and non-religious worldviews teach us about caring for the Earth? | |
| **Computing** | Computing systems and networks – Communication | Creating media – Webpage creation | Data handling – Spreadsheets | Programming A – Variables in games | 3D modelling | Programming – Sensing movement |
| **MFL** | Phonics lessons 1-3  Presenting Myself | My family | The date | Do you have a pet? | My home | Clothes |
| **Coppice 50** | Engage in a discussion about various belief systems, showing opinion, respect and appreciation | Visit an art gallery, museum, library or theatre | Make a sculpture for everyone to enjoy | Take part in a debate | Learn about money management and budgeting | Create a computer game  Take part in a play or a show  Deliver training to a group of people |