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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 reportWriting to entertain - Story  | Writing to discuss – DiscussionWriting 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 materialsArtist 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 gameTake part in a play or a showDeliver training to a group of people |