

## Summer 1

Autumn 1		Week 1 (w/c 21/04/25)	Week 2 (w/c 28/04/25)	Week 3 (w/c 05/05/25)	Week 4 (w/c 12/05/25)	Week 5 (w/c 19/05/25)
English	Spelling	To spell words beginning with 'acc'	To spell words with the suffix '-ably'	To spell words with the suffix '-ible'	To spell words with the suffix '-ibly'	To spell words with the suffixes '-ent' and '-ence'
	Punctuation and Grammar	<ul style="list-style-type: none"> <li>I can use passive verbs in a sentence.</li> <li>I recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.</li> <li>I can use direct and reported speech accurately and consistently.</li> </ul>				
	Keywords	category cemetery committee communicate community competition language leisure lightning marvellous mischievous muscle necessary neighbour				
	Reading	Floodland				
	Composition	<ul style="list-style-type: none"> <li>Able to use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases.</li> <li>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.</li> <li>Able to describe settings, characters, and atmospheres.</li> <li>-Evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact.</li> <li>-Evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement.</li> <li>-Able to proofread for spelling and punctuation.</li> </ul>				
	Writing	Balanced Argument		Non chronological report		Narrative
Math	Objectives	<u>Geometry</u> -Shape			<u>Geometry</u> -Position and Direction	
Science	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>I can give reasons for classifying plants and animals based on specific characteristics.</li> </ul>					
Geography						
History	<b>Crime and Punishment</b> <ul style="list-style-type: none"> <li>I can explore using different historical disciplinary concepts,</li> <li>I can explore how crime and punishment has changed over time in Britain.</li> <li>I know what was seen as a crime over time and the gruesome punishments that were handed out to criminals.</li> <li>I can find out about the development of the police force from the Victorian period right through to the new millennium.</li> </ul>					
Art						
DT	<ul style="list-style-type: none"> <li>I can use innovative combinations of electronics (or computing) and mechanics in product designs.</li> <li>I can use their knowledge of science and art when designing.</li> <li>I can convert rotary motion to linear using cams.</li> <li>I know mechanical systems such as cams or pulleys or gears create movement.</li> <li>I can generate innovative ideas, drawing on research.</li> <li>I can make design decisions, taking account of constraints such as time, resources and cost.</li> </ul>					

## Summer 1

	<ul style="list-style-type: none"> <li>• I can formulate step-by-step plans as a guide to making their product.</li> <li>• I can produce appropriate lists of tools, equipment and materials that they need.</li> <li>• I can take apart toys with mechanisms to try and understand how they work and why they're successful.</li> <li>• I can indicate the design features of their products that will appeal to intended users.</li> <li>• I can ensure products have a high-quality finish, using art skills where appropriate.</li> <li>• I can model their ideas using prototypes and pattern pieces.</li> <li>• I can make products through stages of prototypes, making continual refinements.</li> </ul>	
RE	<p><b>Is it better to express your religion in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>• I can describe and make connections between examples of religious creativity (buildings and art).</li> <li>• I can show understanding of the value of sacred buildings and art.</li> <li>• I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>• I can apply ideas about values and from scriptures to the title question.</li> </ul> <p><b>What can be done to reduce racism? Can religion help?</b></p> <ul style="list-style-type: none"> <li>• I can describe examples of what is unjust about racism, referring to teaching from different religions and worldviews.</li> <li>• I can think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred.</li> <li>• I can respond sensitively to religious engagements with racism with ideas of their own.</li> <li>• I can find out about at least two examples of antiracism that have been effective.</li> </ul>	
Music	<p><b>Baroque</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of Monteverdi in the history of opera.</li> <li>• To read and play a canon from staff notation.</li> <li>• To demonstrate an understanding of Baroque music features when composing.</li> <li>• To combine knowledge of staff notation and aural awareness to play a fugue.</li> <li>• To apply their understanding of fugue structure when performing with others.</li> </ul>	
Computing	<p><b>Programming A – Variables in games</b></p> <ul style="list-style-type: none"> <li>• I know how to identify questions which can be answered using data.</li> <li>• I know how to explain that objects can be described using data.</li> <li>• I know how to explain that formulas can be used to produce calculated data.</li> <li>• I know how to apply formulas to data, including duplicating.</li> <li>• I know how to create a spreadsheet to plan an event.</li> <li>• I know how to choose suitable ways to present data.</li> </ul>	
Spanish	Do you have a pet?	My home
PE	<p><b>Real PE – Unit 5 – Dance</b></p> <ul style="list-style-type: none"> <li>• Artistry</li> <li>• Partnering</li> </ul> <p><b>Harrogate Town FC</b></p>	
PHSE	<p>Economic Wellbeing</p> <p>Identify</p>	
E-Safety	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	