

Spring 1

Autumn 1		Week 1 (w/c 06/01/25)	Week 2 (w/c 13/01/25)	Week 3 (w/c 20/01/25)	Week 4 (w/c 27/01/25)	Week 5 (w/c 03/02/25)	Week 6 (w/c 10/02/25)
English	Spelling	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.		
	Punctuation and Grammar	<ul style="list-style-type: none"> 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 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. 					
	Keywords	achieve ancient definite harass hindrance identity immediate(ly) individual, interfere interrupt signature sincere(ly)					
	Reading	The Wreck of Zanzibar					
	Composition	<ul style="list-style-type: none"> I can use a range of stylistic features for purpose and effect: alliteration, simile, metaphor, personification, puns, and emotive phrases. I can 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. I can describe settings, characters, and atmospheres. I can evaluate and edit by making changes to grammar, vocabulary, and punctuation to improve impact. I can evaluate and edit to ensure the tense is consistent across a text and they are using the correct subject-verb agreement. I can proofread for spelling and punctuation. 					
Writing	Hansel and Gretel			The Lost Words			
Math	Objectives	<u>Number</u> Ratio	<u>Number</u> Algebra	<u>Number</u> Decimals	<u>Number</u> Fractions, decimals and percentages	<u>Measurement</u> Area, perimeter and volume	Statistics
Science		Light <ul style="list-style-type: none"> I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 					
Geography		Fieldwork – Sustainability <ul style="list-style-type: none"> I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area. I can understand that human actions can disrupt the natural physical processes on Earth. I can explain the impact that plastic waste has on the environment. I can make suggestions on how the school can reduce the impact it is having on the environment. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact. I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt. 					
History							

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Art	<p>Wire Sculptures inspired by Alexander Calder</p> <ul style="list-style-type: none"> • I can shape, form, model and join clay with confidence using skills and techniques taught so far. • I can discuss and evaluate own work and that of other sculptors in detail. • I can view other’s work and understand how their interests affect their work. • I can work in a sustained and independent way from observation, experience and imagination. • I can explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). • I can sketch the human figure with increasing accuracy and proportion. 	
DT		
RE	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> • I can describe and make connections between examples of religious creativity (buildings and art). • I can show understanding of the value of sacred buildings and art. • I can suggest reasons why some believers see generosity and charity as more important than buildings and art. • I can apply ideas about values and from scriptures to the title question. <p>What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> • I can describe examples of what is unjust about racism, referring to teaching from different religions and worldviews. • 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. • I can respond sensitively to religious engagements with racism with ideas of their own. • I can find out about at least two examples of antiracism that have been effective. 	
Music	<p>Film music</p> <ul style="list-style-type: none"> • I can appraise different musical features in a variety of film contexts • I can identify and understand some composing techniques in film music • I can use graphic scores to interpret different emotions in film music • I can create and notate musical ideas and relate them to film music • I can play a sequence of musical ideas to convey emotion 	
Computing	<p>Data Handling - Spreadsheets</p> <ul style="list-style-type: none"> • I know how to identify questions which can be answered using data. • I know how to explain that objects can be described using data. • I know how to explain that formulas can be used to produce calculated data. • I know how to apply formulas to data, including duplicating. • I know how to create a spreadsheet to plan an event. • I know how to choose suitable ways to present data. 	
Spanish	My family	The date
PE	<p>Real Gym</p> <ul style="list-style-type: none"> • Partner work • Large apparatus <p>Harrogate Town FC/Bike Ability</p>	
PHSE	Health and wellbeing	
E-Safety	Online Reputation	

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