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| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| English | Spelling | Revise and consolidate all rules learnt in Year 6.Revise and consolidate Year 6 statutory spellings. |
| Punctuation and Grammar | Consolidation of year 6 PaG objectives |
| Keywords | category cemetery committee communicate community competition language leisure lightning marvellous mischievous muscle necessary neighbour |
| Reading | The Boy at the Back of the Class |
| Composition | * 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.
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| Writing  | Writing Projects |
| Maths | Objectives  | Themed projects, Consolidation and Problem Solving |
| Science | **Evolution and inheritance** * I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
* I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
* I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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| Geography | **UK Depth study** * I will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and key topographical features.
* Children will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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| History |  |
| Art | **Choice: Research project and final piece inspired by this.** **Artist Study: Free Choice*** I can explore the use of texture in colour (sawdust, glue, shavings, sand).
* I can paint on different surfaces and evaluate their effectiveness and when they may be appropriate.
* I can add collage to a painted, printed or drawn background.
* I can make inferences from artists’ work.
* I can express their opinions of artists’ work confidently and thoughtfully whilst also appreciating others’ views of the same work.
* I can appreciate that all art is subjective.
* I can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.
* I can take into account the properties of media being used and its suitability to the artwork they are producing.
* I can use their sketchbooks as a place for exploration, experimentation and personal reflection.
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| DT |  |
| RE | **What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?** * I can make connections between beliefs and behaviour in different religions.
* I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
* I can outline the challenges of being a Hindu, Christian or Muslim in Britain today. -I can consider similarities and differences between beliefs and behaviour in different faiths.

**What do religious and non-religious worldviews teach us about caring for the Earth?*** I can describe some key environmental problems and some key religious teachings about the Earth.
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| Music | **Composing and performing a Leaver’s song*** To listen to and describe music
* -To write lyrics for a song
* To organise lyrics into a song structure
* To use vocal improvisation and known melodies against a backing track
* To compose a melody
* To compose a verse melody
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| Computing  | **Programming – Sensing movement**1. The micro:bit
2. Go with the flow
3. Sensing inputs
4. Finding your way
5. Designing a step counter
6. Making a step counter
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| Spanish | **My home**  | **Clothes** |
| PE | **Sports day practice** **Harrogate Town FC** |
| PHSE | **Economic Wellbeing / Identity**  |
| E-Safety | **Privacy and security** |