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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. | | | | | | | |
| 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. | | | | | | | |
| 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. | | | | | | | |
| 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. | | | | | | | |
| 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. | | | | | | | |
| 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 | | | | | | | |
| 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 | | | | | | | |
| Spanish | | **My home** | | | | **Clothes** | | | |
| PE | | **Sports day practice**  **Harrogate Town FC** | | | | | | | |
| PHSE | | **Economic Wellbeing / Identity** | | | | | | | |
| E-Safety | | **Privacy and security** | | | | | | | |