

English - Things I might already be able to do:

Plan my communication by identifying audience and purpose and selecting an appropriate form. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Select vocabulary for effect. Use a range of devices to build cohesion within a paragraph (then, after that, this, firstly) and across paragraphs using adverbials of time (later), place (nearby), and number (secondly). Use brackets, dashes or commas to indicate parentheses. Use appropriate tense throughout. Use relative clauses (who, which, where etc). Use commas to clarify meaning. Use organisational devices – subheadings, bullet points, underlining. Indicate degrees of possibility using adverbs (perhaps, surely) and modal verbs (might, should) Assess the effectiveness of my own and others' writing and suggest changes in vocabulary, grammar and punctuation.

A Place in Time

Understanding and accepting that everything exists in time and place, and acknowledging that there are differences between people, places and objects and that things can change over time.

Key Words

English – I will be learning to: (ARE)

Africa texts, Voices in the Park,
The Invention of Hugo Cabret

Plan my writing by identifying audience and purpose, and noting and developing ideas based on research.

Choose vocabulary and sentence structures suitable for formal and informal writing.

Link ideas across paragraphs using a wider range of devices: repetition of a word or phrase, adverbials, and ellipsis.

Use adverbs, prepositions, and expanded noun phrases effectively to add meaning.

Use semi-colon, colon and dash to mark boundaries between independent clauses. Use colon to introduce a list and semi-colon within lists.

Use the passive voice in writing.

Use passive and modal verbs mostly appropriately.

Evaluate the effectiveness of writing, considering grammar, vocabulary, spelling.

Reading - Things I might already be able to do:

- Skim and scan text to find and record information, using evidence from different places in the text.
- Read around new words, exploring their broader meaning within a section or paragraph.
- Summarise information from across the text and make connections within a text.
- Ask a range of questions, and adjust them using evidence from the text, and respond to critical thinking questions for deep discussion.
- Infer characters' feelings, thoughts and motives from their actions and support my points with evidence from different places in the text.
- Make predictions supported by relevant evidence from the text, which I confirm/modify as I read on.
- Retrieve, record and present information from non-fiction texts.
- Identify and discuss themes and conventions within a range of writing.

Reading: I will be learning to: (ARE)

My love to read book is _____

- Skim and scan text to find and record information, using evidence from across the text
- Read around new words, independently exploring their broader meaning within a section or paragraph.
- Summarise information from across the text and make connections within and between texts, exploring themes.
- Ask a range of questions, adjusting them using evidence from the text, and ask critical thinking questions for deep discussion beyond the text.
- Infer characters' feelings, thoughts and motives from their actions and support my points with multiple evidence from across the text.
- Make predictions supported by relevant evidence from across the text, which I confirm/modify in light of new information.

A Place in Time

Maths – Fractions (including decimals and percentages)

I will be learning to: (ARE)

Compare and order fractions whose denominators are all multiples of the same number.

Identify, name and write equivalent fractions, including tenths and hundredths.

Recognise mixed numbers and improper fractions, and convert between them.

Add and subtract fractions with the same denominator, or denominators that are multiples of same number.

Multiply proper fractions and mixed numbers by whole numbers, using equipment/diagrams.

Read and write decimal numbers as fractions, e.g. $0.53 = 53/100$.

Recognise thousandths and relate to tenths, hundredths and decimal equivalents.

Round decimals with 2 d.p. to 1 d.p. and the nearest whole number.

Read, write, order and compare numbers with 3 decimal places.

Solve problems involving numbers up to 3 decimal places.

Recognise % symbol and write percentages as fraction of a 100 and as a decimal.

Solve problems requiring knowledge of decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

TIMES TABLES *Continue to* recall multiplication and division facts for multiplication tables up to 12×12 .

Maths – Fractions (including decimals and percentages)

I will be learning to: (ARE)

Use common factors to simplify fractions, use common multiples to show fractions with same denominator.

Compare and order fractions, including fractions >1 .

Add and subtract fractions with different denominators and mixed numbers, using equivalence.

Multiply simple pairs of proper fractions, writing answer in simplest form.

Divide proper fractions by whole numbers.

Associate fractions with division and calculate decimal equivalents for simple fractions.

Identify the value of each digit in numbers with 3d.p. and multiply and divide numbers by $10/100/1000$, giving answers to 3 d.p.

Recall and use equivalence between simple fractions, decimals and percentages in a range of contexts.

TIMES TABLES: *Continue to* recall multiplication and division facts for multiplication tables up to 12×12 .

Science – Materials & States of Matter

Things I might already be able to do:

Compare and group materials based on properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Begin to demonstrate and explain reversible (dissolving, recovering from solutions, filtering, sieving, evaporating) and irreversible changes (burning, acid on bicarbonate of soda).

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Working scientifically: plan scientific enquiries to answer questions, including recognising and controlling variables where necessary -use test results to make predictions to set up further comparative and fair tests.

I will be learning to: (ARE)

Revisit and bring together previously acquired knowledge.

Plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary.

Take measurements, using a range of scientific equipment, and take repeat readings when appropriate.

Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, in a variety of ways (visual, written, oral).

Relationships and Health Education – Families, Friendships and Relationships

Things I might already be able to do:

Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.

Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Identify my support network and who to talk to if I need support.

Understand how stereotypes can inhibit people's rights being met.

I will be learning to: (ARE)

Be a rights respecting citizen by understanding that people have different opinions that should be respected.

Identify negative influences on my behaviour and suggest ways that I can resist pressure to do something dangerous, unhealthy or that I feel is wrong or uncomfortable.

I can explain when it is right to keep a secret, when it is not and who to talk to about this.

Consider how and why friendships might develop and change over time, and the benefits of making new friends, and having different types of friends

I can describe challenges of making new friendships while maintaining old ones.

A Place in Time

Art- African Masks

Things I might already be able to do:

Create pattern for purpose.

Develop a key element of my work: line, tone, pattern, texture.

Plan and develop ideas using shape, form, and make marquettes from observation and imagination.

Show experience in combining pinch, slabbing and coiling to create product.

Adapt work as needed and explain why.

Develop understanding of different ways of finishing work: glaze, paint, polish.

I will be learning to: (ARE)

Develop my own style of drawing through: line, tone, pattern & texture.

Plan and develop ideas using shape, form, model and join through making marquettes from observation and imagination.

Use language appropriate to skill and technique.

Model and develop work through a combination of pinch, slab, and coil.

Confidently carve a simple form.

Solve problems as they occur.

Geography - Africa

Things I might already be able to do:

Confidently use maps, atlases, globes and Google Earth to describe and locate places using 4 figure grid references.

Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.

Ask questions arising from studying photos and maps.

Compare and contrast three different regions in Africa, rural/urban/coastal, explaining differences in physical and human features. Consider differences and similarities to the UK.

I will be learning to: (ARE)

Use 6 figure grid references to find countries, cities, mountain ranges and rivers.

Understand the significance of longitude and latitude, relate to Greenwich Meridian and time zones, using maps to identify these features.

Locate human and physical features, relating them to the locality, considering links with tourism, cultures, settlements, industry, transport links, natural resources etc.

Make comparisons between localities between continents and reflect on reasons for the differences.