

English - Things I might already be able to do:

Plan my writing by analysing similar examples, looking at structure, vocabulary and grammar.
 Use noun phrases expanded by:
 -modifying adjectives (*strict teacher*)
 -additional nouns (*with curly hair*)
 -preposition phrases (*at home, with me*)
 Use fronted adverbials, followed by a comma, to describe when/where/why (e.g. *Later that day, I saw him*)
 Use a range of conjunctions (when, before, if, after, while, so, because, although), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause.
 Select vocabulary to enhance effect.
 Use paragraphs to organise ideas around themes.
 Use standard English verb forms (*we were, I did*)
 Create settings, characters and plot with some consideration for purpose (establish mood, convey character) and audience (create interest and excitement).
 Use pronouns and nouns appropriately to aid cohesion and avoid repetition within and across sentences.
 Include some correct use of inverted commas and other speech punctuation to indicate direct speech.
 Use apostrophes for plural possession (e.g. *boys'*).
 Assess the effectiveness of my own and others' writing respectfully and suggest improvements.

Reading - Things I might already be able to do:

- Skim and scan text to find and record information, using relevant quotations.
- Work out the meaning of new words from context clues in the sentence, and linking the new words to other words I already know.
- Identify the key points in a text and write a brief summary.
- Identify themes in a range of books.
- Ask retrieval and inferential questions to help me understand the deeper meaning and themes within a text.
- Retrieve and record information from non-fiction.
- Infer characters' feelings, thoughts and motives from their actions and justify them with reference to a specific point in the text.
- Use my knowledge, and detail from the text to make and justify predictions, and compare them with the text as I read on.

JOURNEYS

Journey; a passage through life, changing and developing over time.

Life is a journey filled with lessons, hardships, heartaches, joys, celebrations and special moments. Enjoy the ride, not just the destination. Cherish each time and don't wish it away.

Key words

English – I will be learning to: (ARE)

Shackleton's Journey Away from Home

Plan my communication by identifying audience and purpose and selecting an appropriate form.
 Use a range of devices in narrative to:
 -describe settings and characters
 -develop atmosphere and tension
 -convey personality or mood
 Select vocabulary, grammar and punctuation to enhance the effect.
 Use a range of devices to link ideas within (*then, after that, this, firstly*) and across paragraphs using adverbials of time (later), place (nearby), and number (secondly).
 Use tense and verb subject agreement mostly consistently and accurately throughout pieces of writing.
 Use brackets, dashes or commas for parenthesis and commas to clarify meaning.
 Use relative clauses (beginning with *who, which, where, when, that, whose*).
 Use range of punctuation mostly accurately: question marks, commas, apostrophes, inverted commas & other speech punctuation.
 Indicate degrees of possibility using adverbs (*perhaps, surely*) and modal verbs (*might, should, will, must*).
 Assess the effectiveness of my own and others' writing and suggest changes in vocabulary, grammar and punctuation.

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 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 and across a range of writing.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

Add numbers with up to four digits using formal column method.

Subtract numbers with up to four digits using formal column method.

Use estimating and inverse operations to check my answers.

Solve two step addition and subtraction problems using different methods and explain why I used them.

Recall times tables facts up to 12 x 12.

Recall associated division facts for times tables up to 12 x 12.

Use place value and number facts to multiply and divide mentally, including:

-multiplying by 1 and 0

-dividing by 1

-multiplying together 3 numbers.

Use factor pairs in mental calculations.

Multiply using a formal written method:

- two-digit numbers by a one-digit number (e.g. 56×7)

-three-digit numbers by a one-digit number (e.g. 367×4)

Solve problems involving multiplication and addition, including the distributive law such as $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$.

Using the four operations within the context of measure:

Convert different units of measurement. e.g. kilometres into metres

Measure and calculate the perimeter of a rectilinear figure (Including squares) in centimetres and metres.

Estimate, compare and calculate different measures, including money in pounds and pence.



Maths – 4 operations, context of measure

I will be learning to: (ARE)

Add numbers with more than 4 digits using formal column method.

Subtract numbers with more than 4 digits using formal column method.

Add and subtract 2 and 3 digit numbers in my head.

Use rounding to check answers to calculations and determine levels of accuracy.

Solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.

Find multiples & factors of a number and identify factors common to 2 different numbers.

Use vocabulary relating to prime numbers, prime factors and composite numbers.

Work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.

Multiply numbers up to 4 digits by a one- or two-digit number using formal written methods.

Mentally multiply and divide numbers using the times tables.

Divide numbers with up to 4 digits by a one-digit number using formal written methods and can explain remainders.

Multiply and divide whole and decimal numbers by 10, 100 and 1000.

Identify and use square and cube numbers and their notations.

Solve problems involving multiplication and division including using factors and multiples, squares and cubes.

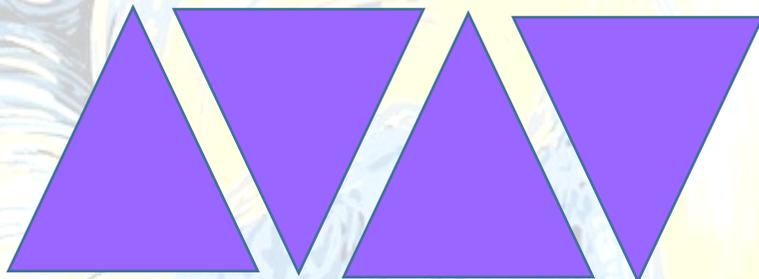
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Using the four operations within the context of measure:

Use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation.

Use multiplication and division to convert between different forms of metric measurement (e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre, gram and kilogram, Litre and millilitre) and between metric and imperial units (inches, pounds, pints).



Science – Living Things: Humans

Things I might already be able to do:

Describe the simple functions of the basic parts of the digestive system in humans.

Know the different types of teeth in humans and their simple functions.

Set up a simple fair test (teeth).

Make a simple prediction, observe, record and compare findings, using scientific language to explain results.

I will be learning to: (ARE)

Describe the changes as humans develop to old age (pregnancy, childhood, puberty, adulthood, old age).

Place events on a timeline, indicating stages of growth and development in humans.

Know the changes experienced by boys and girls in puberty, considering physical and emotional changes.

Research gestation periods of other animals and compare with humans, finding out and recording length and mass of infant as it grows.

Relationships & Health Education – Mental Wellbeing

Things I might be able to do:

Identify that feelings/emotions are part of health & wellbeing.

Name wide range of feelings & emotions.

Give examples of everyday things that can affect feelings.

Recognise why it is important for people to express their feelings.

Explain how feelings and emotions can affect actions and behaviour.

Identify ways of coping with feelings in different situations.

Explain why it is important to talk about feelings and describe how this can feel.

I will be learning to: (ARE) Year 5&6

Explain what is meant by the term 'mental health'.

Identify behaviours/actions that can help support mental and physical health.

Describe how life events can affect mental and physical health.

Recognise conflicting emotions and when these might be experienced.

Explain how feelings and emotions change over time.

Identify feelings about difficult situations and what could cause these.

Identify and evaluate sources of support; explain how to access them.

JOURNEYS

Art-Pop Art

Things I might already be able to do:

Increase awareness of mono and relief printing.

Expand experience in 3 colour printing.

Continue to experience in combining prints taken from different objects to produce an end piece.

Explore the work of artists, craft makers and designers, and make links to their own work (compare).

I will be learning to: (ARE)

Use tools in a safe way.

Continue to gain experience in overlaying colours.

Start to overlay prints with other media.

Experience simple silkscreen printing.

Explore the work of artists, craft makers and designers, and make links to their own work (compare).

History - Titanic

Things I might already be able to do:

Create a timeline of events of the Titanic, including dates.

Use evidence to recreate what life was like on the Titanic.

Offer a reasonable explanation of events.

Evaluate the usefulness of different resources.

Use a range of evidence to build up a picture of a past event.

Ask a variety of questions.

Use the internet for research.

I will be learning to: (ARE)

Know and sequence key events of the Titanic journey, including dates & times.

Study the differences between the various classes of passenger and crew.

Examine causes and results of great events and the impact on people.

Compare accounts of events from different sources, considering fact/fiction.

Offer some reasons for difference versions of events.

Begin to identify primary and secondary sources.

Use the internet for research with greater confidence and select relevant sections of information.