

English - *Things I might already be able to do:*

- 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*) & 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 - *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.

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 writing by identifying audience and purpose, and noting and developing ideas based on research.
- Creating atmosphere and integrate dialogue to convey character and advance the action
- Select vocabulary and grammatical structures that reflect the level of formality required *mostly* correctly.
- Use a range of cohesive devices, including adverbials, repetition and ellipsis, within and across sentences and paragraphs
- Use organisational devise such as headings, bullet points, underlining to structure text and guide the reader.
- Use passive and modal verbs *mostly* appropriately
- Use adverbs, preposition phrases & expanded noun phrases effectively to add meaning.
- Use inverted commas, commas for clarity and punctuation for parenthesis *mostly* correctly.
- Make *some* correct use of semi-colons, dashes, colons and hyphens.
- Use a wide range of clause structures, *sometimes* varying their position within the sentence
- Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures (greater depth).
- Select verb forms for meaning and effect (greater depth).

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.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

- 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 recall prime numbers 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 multiplication and division problems, including, factors, multiples, squares & 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).



Maths – 4 operations, context of measure

I will be learning to: (ARE)

- Solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable.
- Multiply numbers of up to 4 digits by a two-digit number using a formal written method of long multiplication.
- Divide numbers of up to 4 digits by a two-digit number using a formal written method of long division
- Divide numbers of up to 4 digits by a two-digit number using a formal written method of short division.
- Interpret the remainder according to context, showing them as whole number remainders, fractions or rounding as appropriate.
- Mentally calculate using a mix of the four operations and increasingly large numbers.
- Identify common factors, multiples and prime numbers.
- Use the order of importance of the four operations when answering questions.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimating to check answers and determine an appropriate level of accuracy.

Using the four operations within the context of measure:

- Use, read, write and convert between standard units.
- Convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa, using decimal notation up to the three decimal places.



Science – Living Things: Humans

Things I might already be able to do:

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.

I will be learning to: (ARE)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans.

Relationships & Health Education – Mental Wellbeing

Things I might already be able to do: (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.

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

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JOURNEYS

Art-Pop Art

Things I might already be able to do:

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).

I will be learning to: (ARE)

Develop ideas from a range of sources.

See positive and negative shapes.

Demonstrate experience in a range of printmaking techniques being able to describe techniques and processes.

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:

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.

I will be learning to: (ARE)

Sequence events of Titanic (as per year 5) and place Titanic on timeline with other famous journeys. (Shackleton, moon landing, Captain Cook etc).

Know key dates/character/events of Titanic.

Write fluent account of past event considering cause and effect, using supporting evidence from range of sources. (recognise primary & secondary)

Suggest omissions and the means of finding out about the past (Titanic exploration).