

### English - Things I might already know.

I can plan my writing by identifying audience and purpose, and developing a clear and appropriate voice

I can convince the reader to feel or think a certain way

I can choose vocabulary and sentence structures suitable for the style and formality of writing

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

I can use semi-colon, colon and dash to mark boundaries between independent clauses and to create feeling and effect

I can use the passive voice in writing for particular effects (eg to emphasise an action rather than the cause or person doing it)

I can evaluate effectiveness of writing, considering grammar, vocabulary, and spelling.

# 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 - What I will be learning (ARE)

#### **Film Noir**

My writing matches the purpose of the task, and has an appropriate style.

I can use figurative language effectively.

Sometimes I can vary sentences for effect, and can use different tenses appropriately.

I can use a variety of connectives

I can use punctuation marks with accuracy including apostrophes for possession and omission and speech marks.

My spelling is mostly accurate.

I am able to vary my word choices to avoid repetition and create extra meaning.

My work is structured and paragraphed accurately to create shape and logical meaning.

### Reading - Things I already know

1. I can skim and scan text to find and record information, using evidence from across the text
2. I can read around new words, independently exploring their broader meaning within a section or paragraph.
3. I can summarise information from across the text and make connections within and between texts.
4. I can ask a range of questions, adjusting them using evidence from the text, and ask critical thinking questions for deep discussion beyond the text.
5. I can infer characters' feelings, thoughts and motives from my actions and support my points with multiple evidence from across the text.

### Reading: What I will be learning (ARE)

My love to read book is \_\_\_\_\_

1. I can select and use quotations, and I can make inferences.
2. I can comment on some features of structure in a text.
3. I can explain the effect of words, sentences and some stylistic features used in a text.
4. I can understand a writer's main purpose in a text, and I am aware of the effect the writer is trying to create.
5. I show an awareness of what may have influenced the writing.
6. I can understand the differences and similarities in how writers present characters, settings and events.

# A Place in Time

## Maths – Algebra Things I will learn

I can use simple formulae

I can generate and describe linear number sequences

I can express missing number problems algebraically

I can find pairs of numbers that satisfy an equation with two unknowns

I can enumerate possibilities of combinations of two variables.

## Maths – Algebra Things I will learn (ARE)

### Understanding algebra

I can work out the rule for a function machine given the input and output.

I can put numbers into function machines.

I can generate a sequence from the first term and the term-to-term rule.

### Using algebra

I can plot coordinates in any quadrant

I can recognise and draw graphs of horizontal and vertical lines.

I can read values from conversion graphs. Solve two step equations.



## Science – Energy and Fuels

### Things I might already know:

I can use models to explain things  
 I can list some properties of materials  
 I can list substances which burn to produce energy  
 I can state some examples of energy stores.  
 I can identify the processes that can transfer energy from one store to another  
 I can carry out an investigation planning which variables I might change  
 I know I need to repeat my investigation

### What I will be learning (ARE)

I can describe processes and identify differences and changes related to simple processes, using correct key terms.  
 I can describe differences between the properties of a range of materials in terms of particles.  
 I can use word equations to describe reactions.  
 I can explain factors that affect the size of changes in energy stores  
 I can describe a wide range of energy stores in different contexts.  
 I know what global warming is  
 I know we must recycle  
 I can identify key variables in different and difficult situations and explain in the planning stage how to take control of some variables that cannot be controlled easily.

## Citizenship

### Things I might already know

I can look after my money and realise that future wants and needs may be met through saving.  
 I can talk and write about my opinions, and explain my views, on issues that affect me and society.  
 I can research, discuss and debate topical issues, problems and events.  
 I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.  
 I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

### What I will be learning (ARE)

I can discuss and describe some features of the different groups and communities they belong to.  
 I can work in a group to plan and take part in a project that addresses a citizenship issue.  
 I can take part in the decision making process within a community they belong to and can describe what they did in simple terms.  
 I can identify different and opposing opinions and share these with the class.  
 I are able to look at their communities and identify ways it could be improved.  
 I can state an opinion on citizenship topics showing that they understand that others may have different opinions.

# A Place in Time

## Art – Objects and Viewpoints

### Things I might already know:

I can create sketch books to record my observations and use them to review and revisit ideas  
 I have developed art techniques such as drawing, painting and sculpture.  
 I can use a range of materials including: pencil, charcoal, paint and clay  
 I have learnt about great artists, designers in history.

### What I will be learning (ARE)

I can create responses in a sequence of design steps, using appropriate materials.  
 I can show confidence in selecting a broadening range of media and tools for my art work.  
 I can show experimentation and creativity with line tone texture colour and form.  
 I can show an ability to review and change work imaginatively.  
 I can make thoughtful responses to art work in written and spoken forms.  
 I can recognise the codes and conventions of 2 and 3D art.  
 I can make art work informed by studying artists.

## Geography – Sustainable Future

### Things I might already know:

I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
 Human geography, including:  
 I know types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### What I will be learning (ARE)

I know where some of the places we have studied are located.  
 I can describe the features of places we have studied.  
 I know some things about the local area, the UK and places overseas.  
 I can name ways that our actions can lead to changes for us and the environment.  
 I can describe in detail the human and physical features of places  
 I can know what information OS maps, photographs and satellite photographs show.  
 I can describe some fieldwork methods.