

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

Aspiration

Resilience

Compassion



English - What I will be learning (ARE)

Film Noir, America

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 already know

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 What I will be learning (ARE)

Understanding algebra

I can use function machines to generate and describe sequences.

I can understand square, cube and triangular numbers as sequences.

I can understand and draw distance time graphs.

Using algebra

I can use coordinates to plot in four quadrants.

I can solve one step equations.

I can use conventions of BIDMAS.

I can write simple algebraic expressions.

I can recognise and draw horizontal, vertical and other basic graphs.

I can simplify expressions as well as multiply numbers, letters and expressions

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 explain factors that affect the size of changes in energy stores
 I can state the energy stores pathways in simple systems
 I can describe a wide range of energy stores in different contexts including in the production of electricity
 I am aware of a range of energy resources
 I know what global warming is
 I know we must recycle
 I can identify key variables in different situations and can control them in investigations.

RSE <https://teachers.thenational.academy/subjects/rshe-pshe>

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A Place in Time

Art – Objects and Viewpoints <https://teachers.thenational.academy/subjects/art>

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 <https://teachers.thenational.academy/subjects/geography>

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 can describe and explain how people improve and damage the environment.
 I can explain different views about environmental issues.
 I can see how people try to manage the environment.
 Challenge: I can see that the action people take in one place can affect the environment in other places.