COMMUNITY

Appreciation of the value of belonging to a community where people and animals can live in harmony, and being aware of the online community and the opportunities and challenges this presents.

Key Words
Aspiration
Resilience
Compassion

Aspiration. Resilience. Compassion.
Southampton Hospital School

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.

English - *What I will be learning (ARE)*

Blackfish, **Animals in Captivity, Hamsters, Hippos & Hydras**
My writing matches the purpose of the task, and has a persuasive style that will convince the reader to support my cause.

I can use figurative language effectively to create emotions in the reader.

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

I can use a variety of connectives to join ideas together effectively.

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 their 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.

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Maths – Number *Things I might already know*

I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit.

I can round any number to a required degree of accuracy.

I can use negative numbers in context, e.g. when looking at temperature or money; counting in jumps forwards and backwards through 0.

I can solve number and practical problems involving all of these.

TIMES TABLES: recall and use multiplication and division facts times tables up to 12 x 12. (Should be secure in year 4 and above)

Maths – *Number Things I will learn (ARE)*

I can carry out multiplication with negative numbers.
I can use rounding to estimate answers to complex sums.

I can add and subtract with negative numbers.
I can use negative numbers to solve real-life problems.
I understand the correct order of operations (BIDMAS).

I can use written methods to add, subtract, multiply and divide whole numbers and decimal numbers.

I can calculate with measurements.

I can add, subtract, multiply and divide decimal numbers with other decimal numbers

I can convert between fractions, decimals and percentages.
I can find a fraction or a percentage of an amount.
I can work out percentages without a calculator.
I can work out and solve problems involving percentage change.

I can simplify fractions
I can convert between numbers and improper fractions.
I can add and subtract fractions with different denominators. Including mixed numbers.

Science - Cells

Things I might already know.

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

I can give reasons for classifying plants and animals based on specific characteristics.

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 in animal and plant cells.
I can explain the content of a healthy diet: carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water and why each is needed.

I can make valid comments on the quality of the collected data.

RE – Cults and New Religions https://teachers.thenational.academy/subjects/religious-education

Things I might already know.

I can devise four good reasons about what makes a leader worth following.

I can suggest reasons why some scientists see religion as a problem, but others see it as a partner.

I can explain how two different religions share some ideas about god, recognising that they are different too.

What I will be learning (ARE)

I can explain, with examples and explanations, why certain actions are carried out by followers of a religious tradition.

I can make one simple comparison/contrast between two religions/ groups within a religion.

I can outline one argument for both sides of the debate and start to use explanations or examples in support.

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Art – Hundertwasser 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.

Computing – Scratch https://teachers.thenational.academy/subjects/computing

Things I might already know.

I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

What I will be learning (ARE)
I can sequence both subroutines and apply some debugging techniques
I can apply count-controlled iteration to reduce the lines of code in the countdown subroutine
I can use the 'start' variable appropriately
I require some support to debug problems
I can meet the requirements of the task
I can apply the appropriate operator with some guidance
I have demonstrated some independent problem-solving skills
I can attempt some of the explorer tasks.