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
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)*

War and Conflict or Travel Writing
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 decide when to use active and passive voice to create appropriate effects and speakers

I can use a range of punctuation marks to within and between sentences to create clarity and separation including semi colons dashes and colons

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

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Maths – *Geometry* *Things I will learn*
Properties of shapes
I can draw 2-D shapes using given dimensions and angles
I can recognise, describe and build simple 3-D shapes, including making nets
I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Position and direction
I can describe positions on the full coordinate grid (all four quadrants)
I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Maths – *Geometry* *Things I will learn* *(ARE)*
2d Geometry
I can work out area of a rectangle using Area = length x width

I can work out perimeter of a compound shape.

I can calculate angles at a point, angles on a straight line, vertically opposite angles and angles in a triangle.

I can work out order of rotational symmetry.

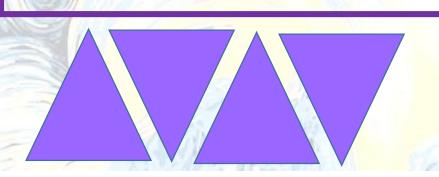I can reflect a shape in a horizontal, vertical or diagonal line.

I can tessellate 2D shapes

3d Geometry
I can name 3D shapes (prisms and pyramids).

I can draw nets of 3D shapes.

I can count faces, vertices and edges on a 3D shape.

Science

Things I might already know:
I can describe the movement of the Earth and other planets relative to the sun in the solar system and the moon relative to the Earth
I can recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye
I know that frequencies of sound wave are measured in hertz (Hz, you know that an echo is due to reflection and absorption of sound
I explain that sound is produced by vibrations of objects

What I will be learning (ARE)
I can describe and explain processes, using simple models.

I can use some correct scientific terms effectively.

I can explain the different properties of light and sound, in terms of waves.

I can use models to describe reflection and refraction.

I can explain how the properties of planets link to place in solar system.

RSE Mental Wellbeing- https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe

Complete RSE map here. This is suggested unit but see map for full range of topics

Things I might already know:
I can explain what is meant by the term 'mental health'.
I can identify behaviours/actions that can help support mental and physical health.
I can describe how life events can affect mental and physical health.
I can recognise conflicting emotions and when these might be experienced.
I can explain how feelings and emotions change over time.
I can identify feelings about difficult situations and what could cause these.
Identify and evaluate sources of support; explain how to access them.

What I will be learning (ARE)
I know how to express feelings accurately and the support available within school for wellbeing concerns
I know about the importance of adequate sleep for mental wellbeing
I know how being connected with others supports mental wellbeing
I can take care of my mental health in the same way as I do my physical health and some ways to do this
I can recognise and celebrate my achievements and how this impacts on my self-esteem

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Art – Identity 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.

History https://teachers.thenational.academy/subjects/history

Things I might already know:

I can talk about past and present events in own lives and lives of family members.

I can answer 'how' and 'why' questions in response to stories or events.

I can use past form when speaking about events that have happened.

I can sort information into then and now

I can ask simple questions about people or events from the past.

What I will be learning (ARE)
Chronology & Knowledge - I can sort information into the correct chronological order with some help
My answers always show accurate knowledge and understanding of the past
Explain - I can identify more than one reason why something happened
Reach a judgement - I sometimes include a conclusion
Analyse sources - I can always work out what a source is telling me about the past.
Analyse interpretations of the past - I know that people have different opinions about the past.