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.

English - *Things I might already know.*

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.

Key Words

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

Film Noir
My writing matches the purpose of the task, and I can choose words and sentences for effect.
I can use an appropriate style in your writing, and use figurative language effectively.

My writing is interesting and exciting to read.
I can develop ideas in paragraphs competently using connectives.
I can use a variety of connectives within and between paragraphs.
I can use a range of punctuation marks with competence.
I can use tenses for effect.

My spelling is mostly accurate, except for unusual words.
I can select effective vocabulary that suits your writing and has an effect on the reader.
My writing is shaped and organised competently.
I consistently set out paragraphs correctly.
I make effective links between paragraphs and create clear shapes and narratives.

Reading - *Things I already know*
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.

Reading: *What I will be learning (ARE)*
My love to read book is _____
1. I can embed quotations into sentences.
2. I can infer meanings in texts and can explain them.
3. I can explain some reasons for the overall structure of a text and its impact.
4. I can comment on some other structural features.
5. I can explain the effect of words and sentences used in a text.
6. I can identify a variety of stylistic features and can comment on the reason for their use.
7. I can understand and explain a writer's main purpose in a text, and are aware of the effect the writer is trying to create.
8. I show an awareness of what may have influenced the writing of the text.
9. I can compare writers' main purposes in different texts text, and are aware of the effect the writers are trying to create, using specific evidence.
10. I can show an awareness of what may have influenced the texts to be different or similar.

A Place in Time

Maths – *Algebra* Things I will learn

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

Maths – *Algebra* Things I will learn (*ARE*)
Understanding algebra
I can draw a straight line graph by completing a table of values.

I can simplify expressions that have two or more terms.

I can expand a linear expression with brackets.

I can identify equivalent algebraic expressions.

I can write algebraic expressions in a simpler form using index notation.

Using algebra
I can use flow diagrams to generate sequences.

I can find and use the nth term of a sequence.

I can use the nth term of a sequence.

I can interpret graphs that illustrate real-life situations.

I can solve simple equations involving brackets and fractions.

I can substitute values into formulae.

Science

Things I might already know:
I can describe processes and identify differences and changes related to simple processes, using correct key terms.
I can describe properties of a range of materials in terms of particles.
You 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 situations and can control them in investigations.

What I will be learning (ARE)
I can use simple models to describe processes and explain some key ideas.
I can decipher word equations to describe reactions
I can compare the advantages and disadvantages of energy resources.
Calculate the kinetic, gravitational potential and elastic potential energy store of an object
I can explain global warming and analyse recycling.
I can use scientific knowledge and understanding to plan investigations and identify the independent, dependent and control variables.

Citizenship

Things I might already know:
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.

What I will be learning (ARE)
I can communicate my opinions clearly and can explain why I have these opinions within a group and to a larger audience.
I can negotiate my role in a group and can take part in the course of action decided on by the group.
I can use a range of sources to find out about topical and controversial issues.
I can show understanding of democracy by making connections with my knowledge and experience of representation and taking action in the local community.
I can develop an initial understanding of the concept of 'interest', 'loan', 'debt' and tax.

A Place in Time

Art – Objects and Viewpoints

Things I might already know:
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.

What I will be learning (ARE)
I can effectively use research to inform my knowledge of how artists create outcomes in 2 and 3D.
I can show improved accuracy when recording from observation
I can purposefully use a range of materials and different media and tools,
I can evaluate my own work, adapting and refining it to improve my outcomes.
I can compare, analyse and describe different ideas and approaches by artists.
I can mix and apply colour to convey concepts such as warm and cold or emotions.
I can interpret and respond to art forms from different times and cultures.

Geography – Sustainable future

Things I might already know:
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.

What I will be learning (ARE)
I know where the places and landscapes we have studied are located.
I describe in detail characteristics of places we have studied.
I have decent knowledge and understanding of the UK and places overseas.
I can describe how people and environments work together & what the results are - good & bad.
I can describe and compare the physical and human features of places and give reasons for where they are.
I can read and describe a number of different maps, graphs, satellite photographs, atlases.
I describe and explain fieldwork methods used.