

### English - Things I might already know.

- 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 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.

# 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



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

- **Blackfish, Animals in Captivity, Hamsters, Hippos & Hydras**
- My writing matches the purpose of the task, and I can choose words and sentences that convince and manipulate the reader to support my cause.
- I can use an appropriate style in my writing, and use figurative language effectively to heighten emotion in the reader.
- I can develop ideas in paragraphs competently using the most appropriate connectives.
- I can connect paragraphs to ensure my writing flows.
- I can use a range of punctuation marks with competence and for effect. For example a semi colon to create emphasis and power.
- I can use tenses for effect.
- My spelling is mostly accurate, except for unusual words.
- I can select effective and persuasive vocabulary that suits my writing and has a manipulative effect on the reader.
- My writing is shaped and organised in such a way as to manipulate the response of the reader and lead them to a certain conclusion or way of thinking.
- I consistently set out paragraphs correctly and begin to include some variation of length and shape for effect.
- I make effective links between paragraphs and create clear shapes and narratives to control my reader's responses.

### 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. You 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. You show an awareness of what may have influenced the texts to be different or similar.

# COMMUNITY

## **Maths – Number Things I might already know**

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.

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

I can understand and find square roots and cube roots.  
I can round numbers to one /two decimal places.  
I can check answers to problems by estimating the answer.

I can round numbers to a specific number of significant figures.  
I can write large numbers in standard form.  
I can multiply numbers in standard form.

I can work out LCM and HCF using prime factors.  
I can divide by a decimal without a calculator.

I can write a value as a percentage of another.  
I can use percentages to compare quantities.  
I can use a multiplier to calculate percentage increase or decrease.  
I can write a change of value as a percentage increase or decrease.  
I can calculate and identify an increase of more than 100%

I can add and subtract mixed numbers.  
I can multiply and divide fractions, including mixed numbers.  
I understand algebraic expressions with fractions





**Science - Cells**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 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.

What I will be learning (ARE)

I can use simple models to describe processes and explain some key ideas.

I can describe the processes of digestion, photosynthesis, respiration and inheritance and explain why these are key process, linking them to ecosystems.

I can explain the role of diffusion in the movement of materials in and between cells

I can suggest ways of changing the chosen method so that more reliable data can be collected.

**RE – Cults and New Religions** <https://teachers.thenational.academy/subjects/religious-education>Things I might already know.

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.

What I will be learning (ARE)

I can accurately explain the teachings of a religion and suggest one simple way that it might be used to support a decision, action or opinion.

I can examine fully more than one reason why a source of religious authority might be important.

I can make one comparison/contrast in the key practices of different religions or groups within a religion.

I can make two or more simple comparisons/ contrasts between two religions/groups within a religion

I can examine one argument for different sides of the debate and support with explanations and examples.

**COMMUNITY****Art – Hundertwasser** <https://teachers.thenational.academy/subjects/art>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.

**Computing – Scratch** <https://teachers.thenational.academy/subjects/computing>Things I might already know.

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.

What I will be learning (ARE)

I can use a subroutine for the startup sequence

I can start a quiz with a welcome message and some instructions

I can use a subroutine to populate the word list

I can delete the word list upon startup in order to avoid repetition of words

I can translate words in the quiz

I can allow the quiz words to be tested

I can use a repeat loop

I can create a score variable

I can ensure the score is incremented when the answer is correct

I can make a score out of ten displayed at the end of the quiz

**Extension 1** has been attempted but this might not work correctly