

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

English - What I will be learning (ARE)

Blackfish

- 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 multiply and divide by a single digit positive integer and negative integers.

I can multiply and divide non integers by 10, 100, 1000.

I can round to one significant figure.

I can multiply by 0.1, 0.01 or 0.001.

I can multiply and divide by multiples of 10, 100 and 1000.

I can solve problems using bidmas (not including indices) rules with integers.

I can calculate simple powers of integers.

I can express fractions in their simplest form.

I can find equivalent fractions (given in numbers).

I can calculate fractions of amounts.

I can solve word problems involving fractions.

I can use negative numbers in all 4 operations.

I can use a calculator to calculate percentages of amounts.

I can solve simple worded problems by finding a percentage of an amount.

Maths – Number Things I will learn (ARE)

I can multiply and divide by 0.1, 0.01 or 0.001.

I can calculate a percentage of an amount & a fraction of an amount.

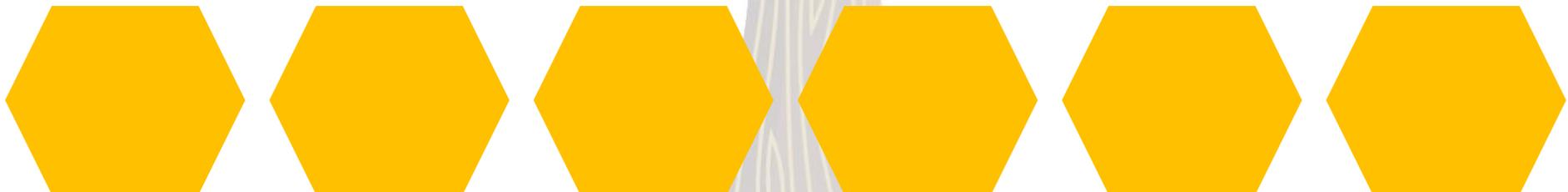
I can round numbers to a given number of decimal places & to one significant figure

I can identify the equations of Add and subtract fractions changing one denominator.

I can convert between fractions, decimals and percentages.

I can compare using fractions.

I can find the LCM and HCF of small numbers.



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

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

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 – Python

Things I might already know.

I can recognise different types of data: Integer, Float, Long and Complex

I can code using syntax and typography carefully and precisely. (i.e. text, language and symbols the computer will understand)

What I will be learning (ARE)

I can use a text based language to solve a realistic and complex problem.

I can use a variety of functions in the appropriate place.

I can use an IF... ELSE IF... ELSE structure to extend their selection programming.

I understand the difference between variables and lists.

I can setup a list.