

English - Things I might already know.

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.

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.

Key Words

English - What I will be learning (ARE)

Film Noir

I can use an appropriate and engaging style in your writing, and use stylistic features effectively.

I can engage and excite the reader.

I can proficiently develop ideas in paragraphs using a variety of linking devices within paragraphs.

I can use a variety of sentence types with confidence.

I can use a range of punctuation marks accurately and with increasing confidence in creating effects for the reader.

I can handle tenses are confidently.

My word choices are increasingly adventurous and my spelling is accurate.

I rarely make spelling errors, except for complex words.

My work is thoughtfully shaped and organised.

I can make effective links between paragraphs with a variety of more complex connectives.

My shapes and narratives create interest and can be unexpected or unusual

Reading - Things I already know

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, 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.

Reading: What I will be learning (ARE)

My love to read book is _____

1. I can competently embed quotations, and can explain with some confidence how a range of meanings are created.
2. I can understand and explain why a writer has used particular structures and comment on their impact.
3. I can work out and explain the impact of a range writer's choice of words, sentences and stylistic features with some confidence.
4. I can explain the purposes and effects of a text.
5. I can show awareness of the writer's viewpoint.
6. I can grasp how context may influence a text.
7. I can fully compare writers' main purposes in different texts text, and are aware of the effect the writers are trying to create, using carefully selected evidence.
8. I can show an awareness of what may have influenced the texts to be different or similar, linking specific quotations to wider intentions or themes.

A Place in Time

Maths – Algebra Things I will learn

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 n th term of a sequence.

I can use the n th 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.

Maths – Algebra Things I will learn (ARE)

Understanding algebra

I can solve linear equations.

I can solve equations with x on both sides.

I can solve equations with brackets.

I can factorise expressions with powers.

Using algebra

I can plot and generate co-ordinates for an exponential growth graph.

I can use a formula in context.

I can fully understand $y = mx + c$

I can recognise parallel and perpendicular lines.

I can find the n th term of a linear sequence.

Science

Things I might already know:

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.
I can 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.

What I will be learning (ARE)

I can use models and evidence to describe processes and how they work, using scientific terms.
I can explain combustion by producing word equations, and the importance of fuels.
I can compare different types of cars and fuel use.
I can rearrange the KE, GPE, work done and EE equations
I can explain why demand for electricity is increasing and describe some ways to meet future demand.
I can evaluate advantages of disadvantages of generating electricity including links to climate change
I can change a chosen method to collect more reliable data.

Citizenship

Things I might already know:

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.

What I will be learning (ARE)

I can use information to present a convincing argument and give reasons for my views.
I can take part in an informed debate and can argue points well including those I don't agree with.
I can make connections between different sources of information and my own experiences.
I can show understanding of interdependence, describing interconnections between people and my actions in the UK, Europe and the wider world; they reflect on the extent of my success in achieving an improvement or influence in the community and suggest what I might do next.

A Place in Time

Art – Objects and Viewpoints

Things I might already know:

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.

What I will be learning (ARE)

I can plan, model ideas and intentions and understand how to work a range of materials in 2 and 3D
I can effectively control the use of a range of drawing and designing techniques using sketchbook.
I can demonstrate how my research of artists has led to different versions of an idea.
I have a sensitive understanding of the artists studied.
I can evaluate and analyse my own and others work in order to strengthen the visual impact of my own work.
I know about the history of art

Geography – Sustainable Future

Things I might already know:

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.

What I will be learning (ARE)

I know, with confidence where the places and landscapes we have studied are located.
I can describe and begin to explain characteristics of places in different locations in the UK and globally.
I have a good level of knowledge and understanding of the local area, the UK and other parts of the world.
I can describe in detail how people and environments work together and what the impacts are.
I can describe physical & human processes that can change places and explain how some of these changes affect the lives of people.
I can interpret different maps, atlases, aerial and satellite photographs and use them to support my ideas.
I can explain fieldwork methods used and explain limitations of methodologies