# 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 - *Things I might already know.*

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.

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

### Blackfish

I can use an appropriate and engaging style in my writing, and use stylistic features effectively. I have a strong and distinct voice that manipulates and persuades the reader to support my cause.

I can engage and excite the reader with carefully crafted figurative and linguistic devices.

I can proficiently develop ideas in paragraphs using a variety of linking devices within paragraphs. This may include repeated vocabulary, semi-colons, contrasting vocabulary.

I can use a variety of sentence types with confidence such as short sentences to denote anger and passion, or longer sentences to set the scene or add ambient detail.

I can use a range of punctuation marks accurately and with increasing confidence in creating effects for the reader. For example a semi colon to create emphasis and power or parenthesis to create subtle asides.

Tenses are confidently handled and any changes are deliberate and crafted.

My word choices are increasingly adventurous and exciting; spelling is accurate.

I rarely make spelling errors, except for complex words.

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. This can include structures that deliberately break grammatical conventions for effect.

I can make effective links between paragraphs with a variety of more complex connectives and devices such as echoing and repeated motifs.

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. 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.

## Reading: *What I will be learning*

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.

# COMMUNITY

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

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.

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

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

I can multiply and divide three-digit by two-digit whole numbers; extend to multiplying decimals with one or two places by single-digit whole numbers.

I can find the prime factor decomposition of a number and write using indices.

I can use the order of operations, including brackets and simple powers, with more complex calculations

I can estimate calculations using figures rounded to one significant figure.

I can round to 2 or more significant figures and 1 or 2 decimal places.

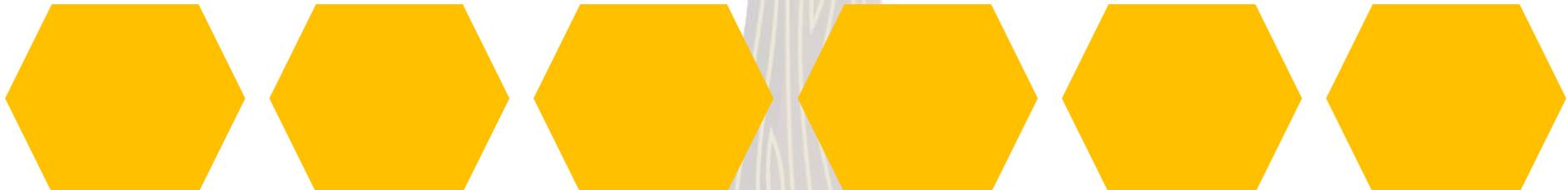I can convert between fractions, decimals and percentages.

I can compare using fractions.

I can add and subtract fractions changing one denominator.
I can add and subtract fractions changing both denominators.

I can express an amount as a percentage.

I can use multipliers to calculate percentage increases.

## Science - Cells

### Things I might already know.
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.

### What I will be learning (ARE)
My knowledge of genetics helps me to describe features of inheritance and selective breeding.
I can describe methods to help immunity.
I can describe natural selection and how DNA is used in criminal investigations.
I can give and explain some of the structural adaptations of some unicellular organisms
I can use detailed scientific knowledge to suggest ways of modifying the experimental procedures with reasons and suggest strategies that will take the investigation further than it originally was.

## RE – Cults and New Religions

### Things I might already know.
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 by 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.

### What I will be learning (ARE)
I can accurately explain the teachings of a religion and outline in detail one way that it might be used to support a decision, action or opinion.

I can illustrate with one simple example how sources of religious authority can be interpreted to give different meanings.

Using two or more examples I can compare / contrast the key practices of different religions or groups within a religion.

I can make one detailed comparison/contrast between two religions/ groups within a religion.
I can investigate two (or more) arguments for different sides of the debate and begin to support them with explanations and examples.

# COMMUNITY

## Art - Hundertwasser

### 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

## Computing – Python

### Things I might already know.

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.

### What I will be learning (ARE)
I can use and manipulate numeric variables and string variables in my own programs.
I can use and manipulate lists and/or tuples in my programs.
I can use Python code conventions (including importing modules) accurately, and vary the rules within the programs.
I can write a short program and then use Python to code and execute the program, knowing the limitations/suitability of the software.
I can write procedures with parameters and functions that returns a value
I can justify when and why I would Python as a solution