

English - Things I might already know.

- I can plan my writing by identifying audience and purpose, and developing a clear and appropriate voice
- I can convince the reader to feel or think a certain way
- I can choose vocabulary and sentence structures suitable for the style and formality of writing
- I can link ideas across paragraphs using a wider range of devices: repetition of a word or phrase, adverbials, and ellipsis.
- I can use semi-colon, colon and dash to mark boundaries between independent clauses and to create feeling and effect
- I can use the passive voice in writing for particular effects (eg to emphasise an action rather than the cause or person doing it)
- I can evaluate effectiveness of writing, considering grammar, vocabulary, and spelling.

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 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. Skim and scan text to find and record information, using evidence from across the text
2. Read around new words, independently exploring their broader meaning within a section or paragraph.
3. Summarise information from across the text and make connections within and between texts.
4. Ask a range of questions, adjusting them using evidence from the text, and ask critical thinking questions for deep discussion beyond the text.
5. Infer characters' feelings, thoughts and motives from their actions and support my points with multiple evidence from across the text.

Reading: What I will be learning (ARE)

My love to read book is _____

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

Maths – Number Things I might already know

I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit.

I can round any number to a required degree of accuracy.

I can use negative numbers in context, e.g. when looking at temperature or money; counting in jumps forwards and backwards through 0.

I can solve number and practical problems involving all of these.

TIMES TABLES: recall and use multiplication and division facts times tables up to 12 x 12. (Should be secure in year 4 and above)

Maths – Number Things I will learn (ARE)

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.



Science - Cells

Things I might already know.

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

I can give reasons for classifying plants and animals based on specific characteristics.

What I will be learning (ARE)

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.

RE – Cults and New Religions

Things I might already know.

I can devise four good reasons about what makes a leader worth following.

I can suggest reasons why some scientists see religion as a problem, but others see it as a partner.

I can explain how two different religions share some ideas about god, recognising that they are different too.

What I will be learning (ARE)

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.

COMMUNITY

Art - Hundertwasser

Things I might already know:

I can create sketch books to record my observations and use them to review and revisit ideas

I have developed art techniques such as drawing, painting and sculpture.

I can use a range of materials including: pencil, charcoal, paint and clay

I have learnt about great artists, designers in history.

What I will be learning (ARE)

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.

Computing – Python

Things I might already know.

I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

What I will be learning (ARE)

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)