




Owls Spring Term Cycle B		 Great Explorers Flying into the Future
As a Reader	Word reading	I can apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
	Comprehension	<p>I can read and discuss a wide range of texts from different genres.</p> <p>Class texts:</p> <ul style="list-style-type: none"> • Cosmic • Space Ace (LAP) • Non-fiction books about Earth and Space <p>I can recommend books I have read to my peers. I can learn a wider range of poetry by heart I can use my VIPER skills to read with understanding.</p>
As a Writer	Transcription	<p>Spelling programme (NC Key Word List Y5/6)</p> <p>I can spell words with silent letters.</p> <p>I can use prefixes and suffixes and understand the guidance for using them.</p> <p><i>I can use verb prefixes dis-, mis-, di-, over-, re-, -ate, -ise, -ify</i></p> <p><i>-able, -ably</i></p> <p><i>-ible, -ibly</i></p> <p><i>-cious, -tious</i></p> <p><i>-cial, -tial</i></p> <p><i>-ant/ -ance/ -ancy</i></p> <p><i>-ent/ -ence/ -ency</i></p> <p>I can use a dictionary and thesaurus appropriately.</p>
	Composition	<p>I can plan, draft, evaluate, edit, proof-read and perform my writing.</p> <p>Narrative – Descriptive extracts – settings, characters and atmosphere Non-narrative – Newspaper Articles, Biographies, Recounts, Persuasive Writing Information texts, Explanations</p>
	SPAG	<p>I can use commas, dashes, brackets to mark relative clauses</p> <p>I can use colons and semi-colons, colons and bullet points, hyphens, ellipsis</p> <p>I can use relative clauses & relative pronouns</p> <p>I can use modal verbs</p> <p>I can recognise the subject and the object within a sentence</p> <p>I can use active and passive voice</p> <p>I can use expanded noun phrases</p> <p>I can vary length, structure and subject of sentences.</p> <p>I can use adverbials to develop cohesion within and between paragraphs.</p> <p>I can write in a formal style using the subjunctive form.</p>
Speaking and listening		12 Statutory statements
As a Mathematician		<p>I can identify, name and write equivalent fractions.</p> <p>I can simplify fractions using common factors.</p> <p>I can convert between mixed numbers and improper fractions.</p> <p>I can compare and order fractions with different denominators.</p> <p>I can add and subtract fractions with different denominators.</p> <p>I can multiply and divide fractions.</p> <p>I can read, write and understand place value in decimal numbers with up to 3 decimal places.</p> <p>I can multiply and divide decimals by 10, 100 and 1000.</p> <p>I can round decimals to the nearest whole number or tenth.</p> <p>I can read, write, order and compare decimals.</p> <p>I can recall and use fraction, decimal, percentage equivalence to solve problems.</p> <p>I can calculate fractions and percentages of quantities.</p>

	<p>I can solve problems involving ratio and proportion.</p> <p>I can name 2D and 3D shapes and describe their properties. I can compare and classify 2D and 3D shapes. I can distinguish between regular and irregular polygons. I can build simple 3D shapes – nets I can estimate, measure and draw angles using a protractor. I can calculate missing angles in a right angle, straight line and full turn. I can illustrate and name parts of a circle.</p> <p>I can describe and locate points on a coordinate grid. I can reflect, translate, rotate and enlarge shapes within a coordinate grid.</p>
<p>As a Scientist</p> <p>Earth and Space</p>	<p><u>Light</u> I can use diagrams to show that light travels in straight lines. I can explain how we see things, referring to reflection and straight lines. I can explain why shadows have the same shape as the object casting them.</p> <p><u>Earth and Space</u> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>
<p>As a Computing learner</p>	<p>Working Scientifically – on going across the year</p> <p>I can use search technologies effectively in research. I can make a PowerPoint about The Solar System – hyperlinks to features of rivers. I can input data about the planets into a spreadsheet, using Excel. I can use Scratch to design a game – Rocket collects points by hitting stars. I can use technology safely and respectfully (Ongoing E-safety) - Risks of Social Media</p>
<p>As a Historian</p>	<p>I can describe political changes over time – energy, trade – BREXIT,</p>
<p>As a Geographer</p>	<p><u>Renewable Energy</u> I can understand how our natural resources are distributed and used – coal, gas, minerals, water. I can talk about environmental issues – climate change, plastic pollution, air pollution. I can describe the impact these issues have on the Earth. I can talk about ways people can improve the environment by reducing pollution through sustainability, recycling and moving towards renewable energies. I can use grid references to position wind turbines on a map of Great Britain.</p>
<p>As a D.T learner</p>	<p style="text-align: center;">Moon Buggy</p> 

	<p>I can design a motorised space buggy. I can use specially adapted wheels and axles to make my buggy move across uneven surfaces. I can use an electrical circuit and pulleys to make my buggy move.</p>
<p>As an Artist</p>	<p>Earth and Beyond I can use a sketch book to record my observations of planets and space rockets. I can use pencil, pastels and chalks to show light and shadows on spheres. (Moon and planets) I can draw 3D shapes, including cuboids. I can apply paint in different ways to achieve different effects. I can embellish a surface using different techniques and materials – marbling, layering I can discuss the work of Peter Thorpe and express opinions about his art. I can create a piece of abstract art in the style of Peter Thorpe. I can recreate a 2D image as a 3D model</p> 
<p>As a Musician</p>	<p>Charanga scheme Spring 1 New Year Carol I can describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices I can hear. ● Talk about the musical dimensions used in the song. ● Describe the mood and story told.</p> <p>Spring 2 You've got a Friend I can describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices I can hear. ● Talk about the musical dimensions used in the song.</p>
<p>MFL- as a linguist</p>	<p>Carmel scheme I can recognise and say the names of the 9 planets. I can answer questions about the planets and make sentences. I can recognise the types of words that make up a sentence and see similarities and differences between the structure of English and French sentences. I can answer questions about the planets in relation to the sun. I can make complex sentences about the planets. I can prepare a short presentation about the planets.</p>
<p>PE- as a sportsperson</p>	<p>Real PE – Social Cog – Dynamic Balance (on a line) and Counter Balance (with a partner)</p> <p>Level 6 I can involve others and motivate those around me to perform better.</p> <p>Level 5 I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.</p>

Level 4

I cooperate well with others and give helpful feedback.

I help organise roles and responsibilities and I can guide a small group through a task.

Real PE – **Physical Cog** – Dynamic Balance to Agility (Jumping and Landing) and Static Balance (one leg)

Level 6

I can effectively transfer skills and movements across a range of activities and sports.

I can perform a variety of skills consistently and effectively in challenging or competitive situations.

Level 5

I can use combinations of skills confidently in sport specific contexts.

I can perform a range of skills fluently and accurately in practice situations.

Level 4

I can perform a variety of movements and skills with good body tension.

I can link actions together so that they flow.