


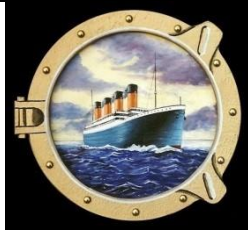
**Owls  
Summer Term  
Cycle A**



**On Our Travels  
Titanic**

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"> <li>• River Boy by Tim Bowler</li> <li>• Titanic</li> </ul> <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 – Poetry &amp; Narrative extracts – settings, characters and atmosphere</p> <p>Non-narrative – Newspaper Articles, Biographies, Recounts, Persuasive Writing, Information texts</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 &amp; relative pronouns</p> <p>I can use modal verbs</p> <p>I can subject and object</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>
Speaking and listening		12 Statutory statements
As a Mathematician		<p><b>Measure</b></p> <p>I can convert between different units of metric measure and use approximate equivalences between metric and commo imperial units.</p> <p>I can solve problems involving calculation and conversion of units of measure.</p> <p>I can solve problems involving converting between units of time and money.</p> <p><b>Geometry – Properties of Shape</b></p> <p>I can identify, describe and build simple 3D shapes, using nets.</p> <p>I can compare and classify regular and irregular polygons based on their properties &amp; find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>I can draw 2D shapes using given dimensions and angles.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>I can illustrate and name parts of a circle.</p>

	<p><b>Geometry – Position, direction and motion</b>  I can describe positions on the full coordinate grid - Plotting icebergs  I can draw &amp; translate simple shapes on the coordinate plane, and reflect them in axes.</p> <p><b>Statistics</b>  I can complete, interpret and construct:</p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Pie charts</li> <li>• Line graphs</li> </ul> <p>I can calculate the mean average of a set of data.  I can solve comparison, sum and difference problems using information presented in a line graph.</p>
As a Scientist	<p><b>Forces</b>  I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces  I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>Working Scientifically – on going across the year</b></p>
As a Computing learner	<p>I can create a simple formula to calculate the cost of travel on Titanic - using Excel.  I can use search technologies effectively in research.  I can use Paint to design a poster advertising Titanic’s Maiden Voyage.  I can use Scratch to design a game – Titanic sinks when it hits an ice burg.  I can use technology safely and respectfully (Ongoing E-safety) - Social Media  I can use Publisher to create posters and tickets to advertise a performance.  I can create a movie trailer using i-movie.</p>
As a Historian	<p>I can describe the sinking of the Titanic using a range of evidence from different sources.</p>
As a Geographer	<p>I can identify the position and significance of latitude, longitude equator, Northern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones.</p>
As a D.T learner	<p>Use levers, pulleys and gears to explore how a smaller force can have a greater effect.</p>
As an Artist	<div style="text-align: center;">  <p><b>Port Hole to the Past</b></p> </div>



I can mix cold colours.

I can explore the use of line and colour in images.

I can design and make a stained-glass window, using line, shape and colour.

I can paint a picture of the Titanic through a port hole.

Sinking Titanic



<p>As a Musician</p>	<p><b>Charanga Scheme Y5 summer 1 Dancing in the street, Summer 2 reflect rewind</b>          I can appraise Mowtown and classical music.          I can identify the piece's structure.          I can play instrumental parts accurately and in time using notes G,A,C,D,E.</p>
<p>MFL- as a linguist</p>	<p><b>Carmel scheme</b>          I can read and say the words for each season.          I can combine seasons and weather to make longer phrases.          I can read, understand and join in a poem.          I can describe the seasons using colours an antonyms.          I can describe the 4 seasons and persuade others my season is the best.</p>
<p>PE- as a sportsperson</p>	<p>Real PE – <b>Health and Fitness Cog</b> – Static Balance (stance) and Coordination (footwork)</p> <p><b>Level 6</b>          I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.          I can plan and follow my own basic fitness programme.</p> <p><b>Level 5</b>          I can self select and perform appropriate warm-up and cool down activities.          I can identify possible dangers when planning an activity.</p> <p><b>Level 4</b>          I can describe the basic fitness components.          I can explain how often and how long I should exercise to be healthy.          I can record and monitor how hard I am working.</p> <p>-----</p> <p>Real PE – <b>Personal Cog</b> – Coordination (sending and receiving) and Agility (ball chasing)</p> <p><b>Level 6</b>          I can create my own learning plan and revise that plan when necessary.          I can accept critical feedback and make changes.</p>

**Level 5**

I see all new challenges as opportunities to learn and develop.

I recognise my strengths and weaknesses and can set myself appropriate targets.

**Level 4**

I can persevere with a task and improve my performance through regular practice.

I cope well and react positively when things become difficult.