



### English

- To know how to make comparisons with and across books.
- To know how to discuss and recommend novels.
- To know how to evaluate how authors use language, including figurative language considering the impact on the reader.
- To know how to perform poems and plays, showing understanding through intonation, tone and volume.
- To know how to write short paragraphs, selecting vocabulary to enhance meaning.
- To know how to proof-read and edit effectively.
- To know how to use a wide range of punctuation such as bullet points, colons, brackets, dashes, hyphens and commas to avoid ambiguity.
- To know how to use subordinate clauses, relative clauses, passive sentences and noun phrases to convey extra information precisely.

### French

#### Time Travellers

- To know how to use numbers correctly in a sentence.
- To demonstrate understanding of a sentence.
- To know how to construct a sentence in the past tense.

### Geography

- To know how locations around the world are changing and explain some of the reasons for change.
- To know how to identify and describe the main human and physical characteristics of a location in South America and the impact they are having on the rest of the world.

### Maths

- To know how to draw pie charts.
- To know how to work out averages including mean, mode and median.
- To revisit skills and curriculum content covered both in Year 6 and Key Stage 2 through themed projects.



## Reach For The Stars

What makes a good performance great?

### Computing

- To know how to use Excel spreadsheets and apply basic data formulae to perform calculations.
- To know how to model a situation using a spreadsheet.
- To know how to produce graphs and charts using Excel.

### Physical Education

- To know how to develop running skills & stamina through the Daily Mile
- To know how to develop throwing, catching and jumping skills through athletics activities
- To know how to improve flexibility, balance, control and strength through athletics-based activities
- To know how to develop a dance sequence in a specific style ready for performance.

### Personal, Social and Health Education

- Changing Me**
- To know about changes of puberty.
- To know how babies develop from conception to birth.
- To develop skills for positive self-esteem.
- To be able to discuss issues around transition to secondary school.

### Religious Education

- To know how to answer the question "How did Jesus create a "New Covenant" and what does that mean to Christians today?"

### Music

- To know how to sing in unison and to sing backing vocals.
- To know how to demonstrate a good singing posture.
- To follow a leader when singing.
- To listen to others and be aware of how the group fits together
- To know how to communicate the meaning of the words and clearly articulate them.

### Design and Technology

- To know how to make an electronic circuit to be built into a game.
- To know how to make a main wooden body to hold a circuit.
- To know how to research children's toys.
- To know how to produce a both a web diagram and initial ideas.
- To know how to write a design brief and an orthographic drawing of the final game.
- To know how to evaluate games by either playing with it yourself and making notes as to how successful it is, or by giving it to a small child to play with whilst you make notes as to how the child reacts to the game.

### Science

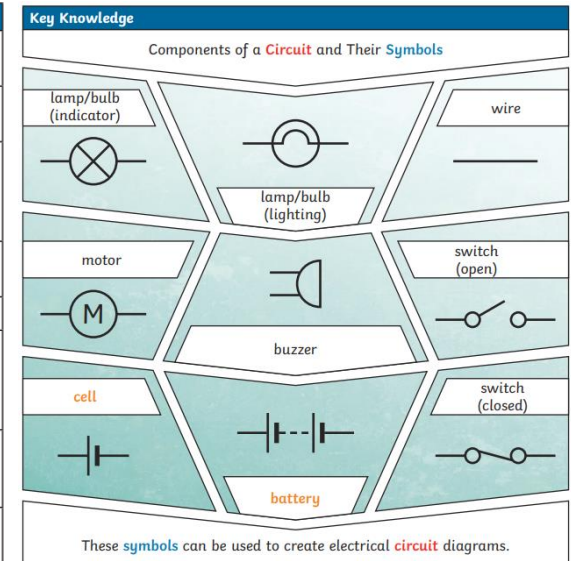
- To know that the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.
- To know how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- To know how to use recognised symbols when representing a simple circuit in a diagram.

### Subject Specific Vocabulary

articulation	Process of speaking words correctly and clearly by starting and stopping consonant and vowel sounds.
audible	Able to be heard.
audition	To try out for a role in a play.
backstage	Area that the audience cannot see.
believable	Convince the audience.
blackout	All stage lighting goes off at the same time.
cheat	Aiming body towards audience when talking to another character.
cue	Last word or action before your line or action.
dress rehearsal	Final rehearsal before the show opens with full costume, lights sound.
encore	Repeated performance at the end of a play.
exit	Leave the stage.
eye contact	A performer looking at the audience directly.
gesture	Movement of the body to communicate emotion or an idea.
improvisation	Make up dialogue or action as you go.
Project	Make voice heard in the farthest corner of the room.



Key Vocabulary	
<b>circuit</b>	A path that an electrical <b>current</b> can flow around.
<b>symbol</b>	A visual picture that stands for something else.
<b>cell/battery</b>	A device that stores chemical energy until it is needed. A <b>cell</b> is a single unit. A <b>battery</b> is a collection of <b>cells</b> .
<b>current</b>	The flow of <b>electrons</b> , measured in <b>amps</b> .
<b>amps</b>	How electric <b>current</b> is measured.
<b>voltage</b>	The force that makes the electric <b>current</b> move through the wires. The greater the <b>voltage</b> , the more <b>current</b> will flow.
<b>resistance</b>	The difficulty that the electric <b>current</b> has when flowing around a <b>circuit</b> .
<b>electrons</b>	Very small particles that travel around an electrical <b>circuit</b> .



### Acting tips for bright eyed beginners

1. Get ready to have fun and don't be scared to look silly!
2. People watch! Observe others about you and see how they behave.
3. Learn your lines.
4. Find out as much as you can about your character.
5. Watch other actors in films or TV, find performers you love and think about what makes them brilliant.
6. Record yourself speaking your lines and listen back to them, could you understand what you were saying? Was it clear and loud? Did it have emotion?
7. Enjoy yourself! Acting is fun!



**What will make a bulb brighter or a buzzer louder?**

- More **batteries** or a higher **voltage** create more power to flow through the **circuit**.
- Shortening the wires means the electrons have less **resistance** to flow through.

**Series Circuit**

A **circuit** that has only one route for the **current** to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series **circuit** breaks, the **circuit** is broken and the flow of **current** stops.

More components sharing less power.

**What will make a bulb dimmer or a buzzer quieter?**

- Fewer **batteries** or a lower **voltage** give less power to the **circuit**.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the electrons have to travel through more **resistance**.

**A broken circuit with no electrical current.**