

## Languages, Literacy and Communication

**I will:**

- understand that there are connections between language, culture and identity and that these differ within Wales and around the world.
- communicate in a growing range of languages
- recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.
- listen to, identify and use cues to understand the general meaning and implied ideas.
- use inference and deduction to understand texts and can consider the reliability of what I read.
- listen and read to gain an understanding of how grammar and punctuation affect meaning.
- listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.
- listen and read to build a bank of words and sentences and use these to improve my own communication
- recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.
- write legibly and fluently

**I can :**

- explore and research a community language
- teach an aspect of a community language to my peers
- explore the welsh words relating to the topic of leisure, using a range of sentence patterns to share information with others
- complete a reading comprehension on Martin Luther King's life
- research information regarding Martin Luther King's life
- create a biography on Martin Luther King's life
- write my own 'I have a dream speech' thinking about mine and the world's future
- practice joined handwriting skills

## Mathematics and Numeracy

**I will:**

- use a range of representations to develop and secure my understanding that the value of a digit is related to its position. I can read, record and interpret numbers, using figures and words up to at least one million.
- use a range of representations to extend my understanding of the number system to include negative values and decimals. I can accurately place integers and decimals on a number line. I can apply my understanding of number value to round and approximate appropriately.
- use the four arithmetic operations confidently, efficiently and accurately with integers and decimals.
- fluently recall multiplication facts up to at least  $10 \times 10$  and use these to derive related facts.
- experience and explore simple multiplicative relationships that allow me to discuss the properties of number, including factors, multiples, prime and square numbers.

**I can:**

- use and read numbers up to 1,000,000/10,000,000
- complete problem solving and reasoning activities
- multiply and divide by the power of 10, 100, 1000
- use column addition and subtraction
- use long multiplication strategies such as the 'grid method'.
- recall all multiplication facts
- understand multiples, prime numbers, square numbers and factors.

## Health and Wellbeing

**I will:**

- explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.
- describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.
- understand that being physical in different contexts will improve my coordination, agility and control.
- understand that warming up and cooling down can have an impact when engaging in physical activity. It's important to realise why this is important.
- explore movements that can be more complex than those that get me from A to B. e.g. lunging, squatting, pivoting, tumbling, rotation, dodging, sidestepping.
- understand that control is important when moving; for both safety and performance - speed, strength and stamina when performing.
- understand that there are shared skills across sports. Using different techniques to throw, catch, strike and field with confidence, control and increasing accuracy will improve my sports ability.

**I can:**

- create an identity tree
- compare my identity to that of a peer
- improve skills, play and understand the rules of tag rugby.
- improve skills, play and understand the rules of football.
- work on personal skills within REAL PE sessions, setting challenging targets for myself.

# Here We Are – Dyma Ni.



This term our learning across the curriculum will focus on identity and belonging. Understanding equality, exploring prejudice and becoming more aware of how individuals can affect change. We will also be exploring our identity as a young person in Wales and



finding links between Wales and other areas in the world such as Patagonia.

## Humanities

### I will:

- understand that organisations, religions and groups can affect change.
- understand that conflict isn't always violent e.g. cyber, propaganda, societal disputes.
- understand other people may have different beliefs.
- explore when rights and beliefs can come into conflict e.g. Race
- understand that people campaign for equal rights where they feel themselves/others to be treated unfairly
- know that equality means that laws treat everyone the same, irrespective of their status or identity.
- explore equity and understand that it means that, in some circumstances, people need to be treated differently to provide meaningful equality of opportunity.
- understand that prejudice and stereotyping have an impact on individuals, communities, and society.
- learn that places, spaces, environments, and landscapes are especially important to different people and for different reasons.

### I can:

- explain how members of the civil rights movement made a difference
- explain equity and give examples of how it is different to equality
- research religions, finding similarities and differences in beliefs
- explore gender representation in sport
- consider racial issues in UK in around 1963 (same time as MLK's speech)
- give an opinion on the removal of prominent statues from UK cities
- explore how recent race riots can be aggravated by social media

## Expressive Arts

### I will:

- understand that creative techniques and styles are chosen to communicate mood, feelings, and ideas – sometimes conventions are broken. Exploring possibilities will improve my outcome.
- understand that experiencing the creative work of others connects me to my community and the wider world.
- know that applying different characteristics of styles/genres will change the impact of my work.
- understand that removing constraints allows me to be ambitious in the creative process.
- know that taking risks can push my creative work beyond boundaries and make it stand out.
- take on and understand that other people's feedback can be balanced with my own creative choices.
- know that refining my skills using suitable tools will allow me to be more discerning in my choices

### I can:

- Manipulate photographs in art to reflect my identity.
- research different artist's styles and techniques.
- create self portraits from other artists and emulate their style.

## Science and Technology

### I will:

- Make simple prototypes using trial and error can help me to explore my design decisions.
- understand that it is ok if my design fails.
- understand that my designs should be based on knowledge and skills when designing – my own and other people's:
- know that not all tools are appropriate; this should be considered before each task.
- effectively store and manipulate data to produce and give a visual form to useful information.

<b>I can:</b> <ul style="list-style-type: none"> <li>• build shelters</li> <li>• create databases of pupil identity information from across the school</li> </ul>	
<b>Learning Experiences and or Visitors</b>	<b>Community/Focus Weeks/Special Events</b>
<b>Visit National Museum of Wales for workshops on identity in portraits</b>  <b>Shelter building at Thompson’s Park</b>	<b>Show Racism the Red Card Day</b>  <b>Black History/Global Diversity Month</b>