Languages, Literacy and Communication

I will:

- learn how to effectively pitch my product to a panel of judges by understanding presentation best practices.
- pitch a product to a panel of judges.
- analyse, plan and write a documentary narrative

I can:

- identify strong and weak presentation skills.
- create a slide deck that supports their presentation.
- identify and order the parts of a pitch.
- Present coherently and clearly for a purpose
- Develop understanding of how words are related by meaning as synonyms and antonyms
- Understand the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing
- Use expanded noun phrases to convey complicated information concisely
- Understand the difference between structures typical of informal speech and structures appropriate to formal
- Develop understanding of the passive to affect the presentation of information in a sentence
- Use the subjunctive forms in some very formal writing and speech
- Using cohesive devices, e.g. synonyms
- Choose accurate tense choices throughout the writing
- Use semi-colons, colons and dashes to mark the boundary between independent clauses
- Use hyphens to avoid ambiguity
- Use colons to introduce a list
- Use semi-colons within lists

Mathematics and Numeracy

I will:

- complete decimal additions and subtractions.
- complete reasoning and problem solving questions involving decimal addition and subtractions.
- multiply and divide by 10, 100 and 1000
- multiply and divide decimals by integers

I can:

- use a range of representations to extend my understanding of the number system to include decimals. I can accurately place decimals on a number line
- use the four arithmetic operations confidently, efficiently and accurately with integers and decimals

Health and Wellbeing

I will:

- compete in running races, skipping races, long jump competitions, throwing competitions and relay races
- develop and apply jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

I can:

- develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.
- motivate myself to engage confidently in regular physical activity and sport and am aware of my own progress.
- perform and repeat sequences with clear shapes and controlled movement.
- select and apply a range of skills with good control and consistency.
- perform a variety of movements and skills with good body tension.
- link actions together so that they flow.
- use combinations of skills confidently in specific contexts.
- perform a range of skills fluently and accurately.

Building with Bytes

This term our learning across the curriculum will focus on our technology. Through one of our 5 lenses; 'Technology' this topic will focus on using Science and Technology to design and create - an app that solves a problem with a focus on 'One Planet Cardiff'.

Our big question is :

Can we use technology to solve a problem?

Science and Technology

I will:

- learn the steps of the design thinking process and apply understanding of the steps to complex, real-world scenarios
- be introduced to UX design, the role of designers, and the design process
- create our own storyboards for mobile app concepts.
- be introduced to programming logic and a simple block-based coding tool,
- use the above to create a prototype of their mobile app concept.

I can:

- identify design thinkers in the global workforce.
- create a logical map outlining the Design Thinking Model
- apply understanding of the DTM to adjust real-world product life cycles.
- work with a group to ideate a technological solution to the identified problem.
- create a wireframe and storyboard that demonstrates a strong understanding of UI/UX design principles.
- iterate on design based on feedback to create the best possible product that addresses the problem they are trying to solve
- create crystal clear logic statements that start, execute, and stop a programmed task.
- communicate using basic programming logic statements.
- design a basic app using a block-based coding tool.

Humanities

I will:

- learn about the concept of the "STEM Skills Gap,",
- examine the concept of "Computer Science" and explain what a "Computer Scientist" does.
- be able to strategically identify problems facing their target stakeholders. In doing so, ensure my proposed idea is both relevant and meaningful to potential "customers."

I can:

- communicate the existence and the implications of the STEM Skills Gap.
- communicate what computer science is.
- comprehend the varying roles computer scientists can play in industry.
- discover that computer science can change the world by using creativity and logic to solve problems.
- empathize with classmates to identify a relevant problem in our community.

Learning Experiences and or Visitors

- **Presentations delivered to Mrs Williams and Miss Wainwright**
- **Two teams of pupils will be chosen to represent the school to pitch at an app design competition.**