




Time to Shine		
<p><b>Apply writing structures to show use of extended and complex sentences, to create a story based in the Rainforest with a dilemma.</b></p> <p>Curriculum areas: English, Science ,Geography</p>	<p><b>Apply your performing skills in the annual Poetry Recital, using the correct tone, expression and volume.</b></p> <p>Curriculum areas: Science, Geography</p>	<p><b>Using the inspiration of the school art competition, create a visual representation of: Loving, Living and Learning.</b></p> <p>Curriculum areas: Art, PHSE,RE</p>
<b>Key Texts, trips, inspiration, artists and designers</b>	<b>Key Texts, trips, inspiration, artists and designers</b>	<b>Key Texts, trips, inspiration, artists and designers</b>
 <p>Can you use features in your writing like the authors we have been reading?</p> <p>Can you use suspense? How will you develop your dilemma/problem?</p> <p>How will you make sure your story makes sense?</p> <p>How will you ensure you have used alliteration, similes and direct speech?</p> <p>Can you discuss the main character's traits in detail?</p> <p>Have you used ambitious vocabulary to describe the setting?</p>	 <p>Have you understood the vocabulary in your poem?</p> <p>Can you describe what the poem is saying?</p> <p>Have you learned your poem in preparation to perform it?</p> <p>Can you perform your poem using the correct tone, expression and intonation?</p>	 <p>What skills will you apply to create an interpretation of the school motto?</p> <p>What type of media will you use? Water colour, collage, quilling?</p> <p>What materials will you choose to show depth and show the correct colours?</p> <p>How will you ensure that your design will match the finished outcome?</p> <p>How will you explain your ideas?</p>
<b>Opportunities for learning, key skills and learning outcomes.</b>	<b>Opportunities for learning, key skills and learning outcomes.</b>	<b>Opportunities for learning, key skills and learning outcomes.</b>
<p>I will use the main features of a type of writing (identified in reading).</p> <p>I will plan, write, edit and improve.</p> <p>I will create characters, settings and plots.</p> <p>I will use alliteration effectively.</p> <p>I will use similes effectively.</p> <p>I will use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p>I will begin to use paragraphs.</p>	<p>I will discuss words and phrases that capture the imagination from my poem.</p> <p>I will learn my poem to read aloud with expression, volume, tone and intonation.</p> <p>I will recognise some different forms of poetry.</p> <p>I will describe what my poem is saying in my own words.</p>	<p>I will take inspiration from the whole school art competition to create an art piece to show Loving, Living and Learning from our school motto.</p> <p>I will plan and design from a starting point to ensure my design matches my plan.</p> <p>I will apply previous learned art skills to show progression.</p> <p>I will be able to describe and discuss my final art work.</p>

# VOYAGERS' KNOWLEDGE ORGANISER AND LEARNING JOURNEY Spring 2 2020

## Our Living World 2 (Humans and Animals)

<p>I have used a mixture of simple, compound and complex sentences.</p> <p>I have used direct speech and punctuated it correctly.</p> <p>I will join letters, deciding which letters are best left un-joined.</p>		
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Suspense, simple, compound, complex, direct speech, character	<i>Volume, tone, expression, intonation , timing</i>	<i>Depth, feeling, convey, mixed media, shape, contour, smooth, texture, rough, blend, wash</i>