



Loving, Learning, Living

Pioneers Class – Spring Term 1 2017-2018

Writing <ul style="list-style-type: none"> • Note, develop and research ideas. • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Write paragraphs that give the reader a sense of clarity. • Write sentences that include hyphens, colons and semi colons. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Perform compositions, using appropriate intonation and volume. 	Reading <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels). • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Participate in discussion about books, taking turns and listening and responding to what others say. • Provide reasoned justifications for views.
Maths <ul style="list-style-type: none"> • Compare and order fractions • Read, write, order and compare numbers with up to three decimal places. • Identify, name and write equivalent fractions • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Add and subtract fractions • Multiply proper fractions and mixed numbers by whole numbers 	Science <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases
Computing <ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Understand the effect of online comments and show responsibility and sensitivity when online. • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. 	Languages <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Show confidence in reading aloud, and in using reference materials. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities.
Music <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Thoughtfully select elements for a piece in order to gain a defined effect. • Choose from a wide range of musical vocabulary to accurately describe and appraise music. 	RE <ul style="list-style-type: none"> • Explain how religious beliefs shape the lives of individuals and communities. • Show an understanding of the role of a spiritual leader. • Explain some of the different ways that individuals show their beliefs.
Art <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Combine colours, tones and tints to enhance • Combine visual and tactile qualities. 	PE <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

PHSE <ul style="list-style-type: none"> • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. • Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme). • Work collaboratively towards shared goals. • Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise • Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability. • Understand how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • Recognise what being part of a community means, and about the varied institutions that support communities locally and nationally. 	History <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
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★ Time to Shine ★

