



# Loving, Learning, Living

Pioneers Class (Y4) – Spring Term 1 2017-2018

<b>Writing</b> <ul style="list-style-type: none"> <li>• Use techniques used by authors to create characters.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Write sentences that include: clauses.</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Use and understand grammatical terminology when discussing writing and reading.</li> <li>• Use commas for clauses.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>• Recognise and use fractions as numbers</li> <li>• Compare and order unit fractions and fractions with the same denominators.</li> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Calculate quantities and fractions to divide quantities</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Solve addition and subtraction, multiplication and division problems that involve missing numbers.</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Ask relevant questions..</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand that comments made online that are harmful or offensive are the same as bullying.</li> </ul>	<b>Languages</b> <ul style="list-style-type: none"> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>
<b>Art</b> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Experiment with creating mood with colour.</li> <li>• Include texture that conveys feelings,</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>	<b>PE</b> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>
<b>PHSE</b> <ul style="list-style-type: none"> <li>• Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• Develop strategies for keeping physically and emotionally safe including road safety(including</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> </ul>

cycle safety- the Bikeability programme). <ul style="list-style-type: none"> <li>• Work collaboratively towards shared goals.</li> <li>• Develop strategies to resolve disputes and conflict</li> <li>• Recognise that differences and similarities between people arise from a number of factors</li> <li>• 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.</li> <li>• Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate</li> </ul>
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★ Time to Shine ★

