**Pioneers Class – Autumn Term 2 2017-2018**

*Loving, Learning, Living*

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| Writing  • Use the main features of a type of writing (identified in reading).  • Use organisational devices such as headings and sub headings.  • Organise paragraphs around a theme.  • direct speech, punctuated correctly  • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. | Reading  • Draw inferences from reading.  • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.  • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  • Predict what might happen from details stated and implied.  • Identify how language, structure and presentation contribute to meaning. |
| Maths  • Solve problems involving multiplying and dividing  • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.  • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  • Recognise and use factor pairs and commutativity in mental calculations.  • Recall multiplication and division facts for multiplication tables up to 12 × 12.  • Find the area of rectilinear shapes by counting squares. | Science  • Set up simple, practical enquiries and comparative and fair tests.  • Record findings using simple scientific language, drawings, labelled diagrams  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  • Construct a simple series electrical circuit, identifying and naming its basic parts.  • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  • Recognise that a switch opens and closes a circuit |
| Computing  • Use specified screen coordinates to control movement.  • Set the appearance of objects and create sequences of changes.  • Specify conditions to trigger events.  • Use IF THEN conditions to control events or objects.  • Create conditions for actions  • Give examples of the risks posed by online communications.  • Understand that comments made online that are hurtful or offensive are the same as bullying. | DT  • Create series and parallel circuits  • Control and monitor models using software designed for this purpose.  • Design with purpose by identifying opportunities to design.  • Make products by working efficiently (such as by carefully selecting materials).  • Refine work and techniques as work progresses, continually evaluating the product design.  • Use software to design and represent product designs.  • Improve upon existing designs, giving reasons for choices. |
| Music•  Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Play notes on an instrument with care so that they are clear.  • Perform with control and awareness of others.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | Languages  • Use a translation dictionary or glossary to look up new words.  • Write a few short sentences using familiar expressions.  • Understand the main points from spoken passages.  • Ask and answer simple questions and talk about interests.  • Take part in discussions and tasks.  • Demonstrate a growing vocabulary. |
| Art  • Adapt and refine ideas as they progress.  • Explore ideas in a variety of ways.  • Create images, video and sound recordings and explain why they were created. | PHSE  • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. |
| RE  Present the key teachings and beliefs of a religion.  • Refer to religious figures and holy books to explain answers.  • Show an understanding that personal experiences and feelings influence attitudes and actions.  • Ask questions that have no universally agreed answers.  • Describe how some of the values held by communities or individuals affect behaviour and actions. | PE  • Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Change speed and levels within a performance. |

**Game On!**

We will be giving Santa a helping hand by designing and coding a computer game.

Can you design a Christmas decoration, using your knowledge of circuits, components and switches?

Can you write a, where your main character gets lost inside your computer game?

Can you design and code a computer game with IF THEN conditionals that control objects?

Can you write an effective advert to persuade children to play your game?

Can you write a set of instructions, informing children how to play your game?

Can you use digital media to create packaging for your game?

Time to Shine