**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