

**Pioneers Class – Autumn Term 1 2017-2018**

|  |  |
| --- | --- |
| • Add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (°). • Identify angles at a point, along a line and one whole turn • Measure and calculate the perimeter of more complex shapes • Calculate and compare the area of rectangles and estimate the area of irregular shapes. | Writing  • Choose the appropriate form of writing using the main features identified in reading.  • Plan, draft, write, edit and improve. • Use the techniques that authors use to create characters, settings and plots. • Interweave descriptions of characters, settings and atmosphere with dialogue. • Write cohesively at length.   Use adverbial phrases to describe. • Write sentences that include a clear subject and object. • Distinguish between homophones and other words that are often confused. |
| Reading  • Read age-appropriate books with confidence and fluency (including whole novels).  • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • 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. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Participate in discussion about books, taking turns and listening and responding to what others say. | Science  • Use appropriate techniques, apparatus, and materials during investigations. • Compare and group together everyday materials based on evidence tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. |
| Music  • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Combine a variety of musical devices, including melody, rhythm and chords. | Computing  • Collaborate with others online on sites approved and moderated by teachers. • Understand the effect of online comments and show responsibility and sensitivity when online. |
| PSHE  • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. • Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly ( • Recognise their increasing independence brings increased responsibility to keep themselves and others safe. | Geography  • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. |
| Design Technology  • Cut materials with precision  .• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape  • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).  • Evaluate the design of products so as to suggest improvements to the user experience. | Art and Design  • Collect information, sketches and resources and present ideas imaginatively in a sketch book.  .• Spot the potential in unexpected results as work progresses.  • Use the qualities of watercolour to create visually interesting pieces.  • Combine colours, tones and tints to enhance  • Use brush techniques and the qualities of paint to create texture.  • Create original pieces that show a range of influences and styles. |
| Languages  • Read and understand the main points and some of the detail in short written texts.  • Write short texts on familiar topics.  • Refer to recent experiences or future plans, as well as to everyday activities.  • Take part in conversations to seek and give information. | RE  • Explain how religious beliefs shape the lives of individuals and communities.  • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.  • Explain their own ideas about the answers to ultimate questions.  • Express their own values and remain respectful of those with different values. |
| PE  • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. |  |

**Time to Shine**

Can you write an exciting and engaging survival story?

Can you create Japanese ink paintings, inspired by Kensuke?

**Survival**

We will explore the concept of survival against the odds. We will read and discover Michael’s journey of survival in Kensuke’s Kingdom and create our own survival structures.

Can you plot the journey taken by Michael, describing locations using time zones and lines of latitude and longitude?

Can you test, compare and group everyday materials according to their properties and use these properties to design tools for survival?

Can you use forces, pulleys and levers to build structures to help you survive on a desert island?

Time to Shine