

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

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| Reading  • Draw inferences from reading. • Predict from details stated and implied. • Discuss words and phrases that capture the imagination. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). | Writing  • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Create characters, settings and plots. • Use a mixture of simple, compound and complex sentences.       •use adverbs to describe       • use direct speech, punctuated correctly • Spell correctly often misspelt words.     • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.     • Using conjunctions, adverbs and prepositions to express time and cause. |
| Maths  • Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Find the effect of dividing a one- or two-digit number by 10 and 100 • Identify right, acute and obtuse angles • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Measure the perimeter of simple 2-D shapes. | Science  • Ask relevant questions. • Set up simple, practical enquiries • Make accurate measurements • Compare how things move on different surfaces. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| Music  •Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | Computing  • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. |
| Design Technology  • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.  • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Design with purpose by identifying opportunities to design. • Refine work and techniques as work progresses, continually evaluating the product design. | Geography  • Ask and answer geographical questions about the physical characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location.  • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. |
| .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. | Art  • Develop ideas from starting points throughout the curriculum • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. |
| Languages  • Use a translation dictionary or glossary to look up new words. • Write a few short sentences using familiar expressions. • Ask and answer simple questions and talk about interests. • Demonstrate a growing vocabulary. | RE  • Present the key teachings and beliefs of a religion.  • Show an understanding that personal experiences and feelings influence attitudes and actions.  • Give some reasons why religious figures may have acted as they did. |
| PE  • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball • Pass to team mates at appropriate times. |  |

**Time to Shine**

Can you create Japanese ink paintings, inspired by Kensuke?

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

Can you write an exciting and engaging survival story?

Can you use forces and magnets to build your own compass?

**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 features such as lines of latitude and longitude?

Time to Shine