**Plastic Fantastic?**

Mini Adventure ∙Autumn 2018 ∙ Pioneers

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| **Writing** | **Reading** | **Mathematics** | **Science** |
| • Identify the audience for writing. • Guide the reader by using a range of organisational devices, including a range of connectives. • Write paragraphs that give the reader a sense of clarity. • Write sentences that include modal verbs. | • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Identify how language, structure and presentation contribute to meaning. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views. | • Read numbers up to 10 000 000. • Use negative numbers. • Write numbers up to 10 000 000 • Order and compare numbers up to 10 000 000  .• Read Roman numerals to 1000 (M) and recognise years • Round any whole number • Determine the value of each digit in any number. • Add and subtract whole numbers with more than 4 digits • Add and subtract whole numbers with more than 4 digits • Add and subtract numbers mentally with increasingly large numbers. | • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials • Record data and results of increasing complexity using scientific diagrams and labels • Report findings from enquiries, including explanations of results, explanations involving causal relationships, and conclusions. • Give reasons for the particular uses of everyday materials, including metals, wood and plastic. |
| **Computing** | **Geography** | **PSHCE** | **Physical Education** |
| • Collaborate with others online on sites approved and moderated by teachers. • Understand the effect of online comments and show responsibility and sensitivity when online. • Choose the most suitable applications and devices for the purposes of communication. | • 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 • Describe how locations around the world are changing and explain some of the reasons for change. • Describe how countries and geographical regions are interconnected and interdependent. • Describe and give key aspects of human geography, including: land use the distribution of natural resources including energy, food, minerals, and water supplies. | • Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. • Research, discuss and debate topical issues, problems and events • Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. • Recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. | • 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. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. |
| **Art and Design** | **Design and Technology** | **Music** | **Languages** |
| • Build up layers of colours when printing. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. | • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape • Design with the user in mind • Make products through stages of prototypes, making continual refinements. • Use prototypes to represent designs.  • Create innovative designs that improve upon existing products. • Evaluate the design of products | • Hold a part within a round. • Sustain a drone or a melodic ostinato to accompany singing. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. | • Refer to recent experiences or future plans, as well as to everyday activities.  • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Understand the main points and opinions in spoken passages. • Refer to recent experiences or future plans, everyday activities and interests. |
| **Religious Education** |
| • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Express their own values and remain respectful of those with different values. |

**Time to Shine!**

**How will you demonstrate your expert knowledge of plastics and waste?**

**Can you convince others to reduce their plastic use?**

**Can you solve the problem of ‘over-packaging?’**