



## TIME TO SHINE ASSESSMENT SHEET

### PIONEERS - SUMMER 1

#### CHANGES



<b>Can you represent the emotions of 'change' in a social story?</b>
Curriculum areas: English, PSHE
<b>Learning outcomes</b>
<p>Use the techniques that authors use to create characters, settings and plots. Create vivid images by using alliteration, similes, metaphors and personification.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue. Write cohesively at length.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>Discuss change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>Recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>
<b>Key Vocabulary</b>
Alliteration, metaphor, personification, convey, description, character, setting, action, modal verbs, commas, clauses Mood, emotion, transition, conflicting emotions, empathy, resolve, differences, negotiation, constructive feedback, criticism, relationship
<b>Opportunities to celebrate learning</b>
<i>Written for changes display and shared with their classmates in order to discuss and acknowledge the mixed emotions transitions bring.</i>

<b>Can you represent the emotions of 'change' in a sculpture?</b>
Curriculum areas: Art PSHE
<b>Learning outcomes</b>
<p>Comment on artworks with a fluent grasp of visual language.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p>
<b>Key Vocabulary</b>
Abstract, carve, texture, shape, pattern, sculpt, proportions, tactile, visual Mood, emotion, transition, conflicting emotions, empathy, resolve, differences, negotiation, constructive feedback, criticism, relationship
<b>Opportunities to celebrate learning</b>
<i>Virtual art gallery on school website. Windowsill art gallery in Pioneers' area.</i>

<b>Can you investigate a concept of scientific change?</b>
Curriculum areas: Science, English
<b>Learning outcomes</b>
<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Write cohesively at length.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use active and passive voice.</p>
<b>Key Vocabulary</b>
Solute, solutions, substance, dissolve, reversible change, variable, rate, independent variable, dependent variable cohesive, modal verb, active, passive, comma, clause
<b>Opportunities to celebrate learning</b>
<i>Virtual science fair - record their investigation write-ups as videos, to include a demonstration of their experiment.</i>