**Pioneers Class Year 5&6 – Summer Term 1 2017-2018**

*Loving, Learning, Living*

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| Writing  • Choose the appropriate form of writing using the main features identified in reading.  • Note, develop and research ideas. • Guide the reader by using a range of connectives. • Write cohesively at length.    • Using relative clauses beginning with who, which, where, when, whose, that    • Using brackets, dashes or commas to indicate parenthesis. | Reading  • Check that the book makes sense by exploring the meaning of words in context. • Summarise the main ideas drawn from more than one paragraph, identifying key details • Identify how language, structure and presentation contribute to meaning. • Retrieve and record information from non-fiction. • Distinguish between statements of fact and opinion. |
| Geography  • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, and understand how some of these aspects have changed over time. • Describe and give key aspects of: physical geography, including: volcanoes and earthquakes • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | Science  • Plan enquiries, including recognising and controlling variables where necessary. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda. |
| Art  • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language. • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance • Combine visual and tactile qualities. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. | Maths  • Solve problems involving multiplication and division, including scaling by simple fractions and simple rates.  • Distinguish between regular and irregular polygons  • Draw 2-D shapes using given dimensions and angles.  • Recognise, describe and build simple 3-D shapes, including making nets.  • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.  • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.  • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.  " |
| History  • Use sources of evidence to deduce information about the past. • Use sources of information to form testable hypotheses about the past. • Use dates and terms accurately in describing events. | 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. • Strike a bowled or volleyed ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play, choosing the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. |
| Computing  • 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. • Use many of the advanced features in order to create high quality, professional or efficient communications. | PSHE  • 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. • Differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. • Recognise and respond appropriately to a wider range of feelings in others. |
| 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. • Sing a harmony part confidently and accurately. | RE  • Explain how some teachings and beliefs are shared between religions.  • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  • Show an understanding of the role of a spiritual leader.  • Explain some of the different ways that individuals show their beliefs. |