

Music – Baroque

I can define some key features of Baroque music, including recitative, canon, ground bass and fugue.
I can take part in a vocal improvisation task based on Baroque recitative.
I can play several parts of a canon using staff notation, with or without letter names.
I can compose a ground bass melodic ostinato.
I can notate a ground bass pattern using staff notation.
I can name some well-known Baroque composers and describe what musical features they were known for.
I can learn a fugue part by reading staff notation, with or without note names.
I can perform a fugue.

Geography - Why do oceans matter?

I can describe the water cycle.
I can describe how the ocean is used for human activity.
I can explain how the ocean helps to regulate the Earth's climate and temperature.
I can identify the Great Barrier Reef as part of Australia.
I can describe the benefits of the Great Barrier Reef.
I can describe how humans impact the oceans and the consequences of this.
I can explain some actions that can be taken to help support healthy oceans.
I can explain which data collection method would be best for marine fieldwork and why.
I can collect data using a tally chart, photographs and a sketch map.
I can safely navigate the fieldwork environment.
I can make suggestions for how to improve a marine environment.
I can present data using a tally chart and pie chart.

Computing – Variables in Games

I can make use of an event in a program to set a variable
I can create algorithms for my project

Online Safety – Online Relationships

I can explain how sharing something online may have an impact either positively or negatively.
I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
I can describe how things shared privately online can have unintended consequences for others. e.g. screen grabs.
I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

Emerald Class

Curriculum Overview

Term 6 – Cycle A

Science – Forces

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;
I can identify the effects of air resistance, water resistance and friction that act between moving surfaces;
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

PSHE – Wider world

I understand the dangers of intolerance
I know why intolerance is harmful
I know how the government cares for the community
I know why the government spends tax money on welfare
I know the skills needed for a range of occupations
I know the different motivators for choosing an occupation
I know how to apply collaboration skills to manage a budget
I know how to monitor my spending
I know how to learn from losing
I know how to apply resilience and empathy in a competition
I know the different ways that change can impact your life
I know how to approach change with a resilient mindset

SRE

I know how my body changes as I go through puberty
I know how sexual intercourse leads to human reproduction
I know the correct terms to use with gender identity and sexual identity
I know how the media can affect my self-esteem
I know about consent
I know what is appropriate in friendships and wider relationships

French – Les Date (The Date)

I can identify and say two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.)
I can say the vocabulary for the first set of five rooms of the home.
I can use the noun for each room with its appropriate indefinite article "une" (feminine) or "un" (masculine).
I can use the phrase "chez moi il y a..." (in my home there is/are...)
I can change the positive phrase "chez moi il y a..." (in my home there is/are...) into the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...")
I can bring together all of the language learnt in this unit in a variety of speaking and writing activities.

RE – How Does Faith Help People When Life Gets Hard?

I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences
I can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
I can give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives

English – Why do oceans matter?
Core text – The Lost Whale by Hannah Gold

I can read books that are structured in different ways and read for a range of purposes
I can write for a range of purposes including poetry, play writing, story writing and newspaper reports
I can use a range of punctuation and cohesive devices across my writing
I can plan, write, evaluate and edit my writing and help others to do the same

Maths

Converting Units
Angles

Core PE – Health and Fitness

Athletics
I can combine sprinting with low hurdles over 60 metres.
I can choose the best place for running over a variety of distances.
I can throw accurately and refine performance by analysing technique and body shape.
I can show control in take-off and landings when jumping.
I can compete with others and keep track of personal best performances, setting targets for improvement.

Swimming
I can swim unaided over a distance of at least 25 metres.
I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
I can perform safe self-rescue in different water-based situations.

Outdoor Activities (Residential)
I can select appropriate equipment for outdoor and adventurous activity.
I can identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
I can embrace both leadership and team roles and gain the commitment and respect of a team.
I can empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
I can remain positive even in the most challenging circumstances, rallying others if need be.

Art - Drawing: Make My Voice Heard

I can collect a good range of imagery, adding annotated notes and sketches.
I can make relevant comparisons between different styles of art.
I can use tools effectively to explore a range of effects.
I can respond to the meaning of a spirit animal through drawing.
I can generate symbols that reflect my likes and dislikes, with little support.
I can create a tile that is full of pattern, symbols and colours that represents themselves.
I can discuss ideas to create light and dark through drawing techniques.
I can explain the term chiaroscuro.
I can apply chiaroscuro to create light and form through a tonal drawing.
I can understand the impact of using techniques for effect.
I can participate in a discussion that examines the similarities and differences between different styles of art.
I can form my own opinions about what art is, justifying my ideas.
I can identify a cause and decide what message I want to convey.