

**Emerald Class
Curriculum Overview
Term 5 – Cycle A**

Music – Theme and Variations (Theme: Pop Art)

- I can perform rhythms confidently either on my own or in a group.
- I can identify the sounds of different instruments and discuss what they sound like.
- I can make reasonable suggestions for which instruments can be matched to which art pieces.
- I can recall the names of several instruments according to their orchestra sections.
- I can keep the pulse using body percussion.
- I can sing with control and confidence.
- I can name rhythms correctly.
- I can copy rhythms accurately with a good sense of pulse.
- I can draw rhythms accurately.
- I can show a difference between musical variations.
- I can show creativity in a finished musical product.

Geography - Can I Carry Out an Independent Fieldwork Enquiry?

- I can give examples of issues in the local area.
- I can identify questions to be asked to find the relevant data.
- I can justify which data collection method is most suitable.
- I can design an accurate data collection template.
- I can identify areas along a route that are best for data collection.
- I can discuss how to mediate potential risks.
- I can collect data at points located on an OS map.
- I can manage risks during a fieldwork trip.
- I can identify any outcomes from data collected.
- I can map data digitally.
- I can describe the enquiry process.

Computing – Selection in Quizzes

- I can create a program with different outcomes using selection
- I can design the flow of a program which contains 'if....then... else...'

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 acts between moving surfaces;
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

PSHE – Friendship

- I know how to be a thoughtful friend
- I know how to manage an unhealthy relationship
- I know how to build my skills of empathy
- I know how to recognise the actions of an empathetic person
- I know how to report someone
- I know how to report a serious incident
- I know how to deliver the truth with empathy
- I know how to deal with people who are not always honest
- I know why peer pressure can be harmful
- I understand how to manage peer pressure
- I know how to start a difficult conversation
- I know the importance of conflict

D&T - Cooking and Nutrition: Designing a Recipe

- I can understand how beef gets from the farm to our plates.
- I can present a subject as a poster with clear information in an easy to read format.
- I can contribute ideas as to what a 'healthy meal' means.
- I can notice the nutritional differences between different products and recipes.
- I can recognise nutritional differences between two similar recipes and give some justification as to why this is.
- I can work as part of a team to amend a bolognese recipe with healthy adaptations.
- I can follow a recipe to produce a healthy bolognese sauce.
- I can design packaging that promotes the ingredients of the bolognese.

RE – Christians and How to Live: 'What Would Jesus Do?'

- I can identify features of Gospel texts (for example, teachings, parable, narrative)
- I can, taking account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts
- I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
- I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life
- I can articulate my own responses to the issues studied, recognising different points of view.

English – Our World

Core text – How to Save the World with a Chicken and an Egg by Emma Shevah

- 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 Content

- Area and Scaling
- Factors, Multiples and Primes
- Mean Average (ongoing)
- Revision

Core PE - Physical

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.

Online Safety – Online Relationships

- I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.
- I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

French – Les Habitats

- I can say the five key elements plants and animals need to thrive and survive in their habitat - shelter, food, air, sun and water.
- I can say the five different habitat examples in the world including the Sahara desert and the Amazonian tropical rainforest.
- I can say which plants grow in each of the five different habitats we are studying. They include cactus, tall trees and seaweed.
- I can say which animals live in each of the five different habitats we are studying. They include the spider monkey, camel and shark.
- I can make a habitats presentation to the rest of the class in French.