

## Sapphire Class Curriculum Overview Term 6 – Cycle A

### Geography - What are rivers and how are they used?

I can identify water stores and processes in the water cycle.  
 I can describe the three courses of a river.  
 I can name the physical features of a river.  
 I can name some major rivers and their location.  
 I can describe different ways a river is used.  
 I can list some of the problems around rivers.  
 I can describe human and physical features around a river.  
 I can identify the location of a river on an OS map.  
 I can make a judgement on the environmental quality in a river environment.  
 I can make suggestions on how a river environment could be improved.

### Maths

Fractions greater than 1  
 Parallel and perpendicular sides in polygons  
 Symmetry in 2D shapes

### Music

Musical Instrument Learning with Create Music - Violin

### Computing - Programming Repetition in Shapes

I can explain the effect of changing a value of a command  
 I can use a procedure in a program

### Art & Design - Drawing Power Prints

I can create several pencil tones when shading & create a simple 3D effect.  
 I can explore the effect of holding a pencil in different ways & applying different pressures.  
 I can use charcoal & rubber to show areas of light & dark in my drawings.  
 I can demonstrate an awareness of the relative size of the objects I draw.  
 I can use scissors with care and purpose to cut out images.  
 I can try out multiple arrangements of cut images to decide on my composition.  
 I can use different tools to create marks & patterns when scratching into a painted surface.  
 I can show some awareness of how to create contrast by including areas with more and less marks.  
 I can create an interesting finished drawing based on my original composition, including detail such as contrast and pattern.  
 I can work to create a joint artwork, experimenting with my methods.  
 I can show that I have thought about how to improve my sculptures & made choices about what to add.  
 I can work cooperatively in a pair to add detail to my artwork.

### French - Les Fruits

I can name, recognise and remember up to 10 fruits in French.  
 I can attempt to spell some of these nouns with their correct article / determiner.  
 I can ask somebody in French if they like a particular fruit.  
 I can say what fruits I like and dislike in French

### PSHEe

I know how to recognise diversity  
 I know the difference between a caring and uncaring community  
 I know how a person suits a job  
 I know that we buy things for different reasons  
 I know why losing can be painful  
 I know how to deal with change  
 I know the benefits of diversity  
 I know the impact of an uncaring school community  
 I know what happens in a job interview  
 I know the risks associated with money  
 I know how winning and losing impacts my emotions  
 I know how to describe a resilient response to change

### SRE

#### Year 3

I will know how to build my self-esteem  
 I will know how to respond to unwanted physical contact  
 I will know how to reduce the risks of hazards outside of the home

#### Year 4

I will know about menstruation  
 I will know how my body changes and develops  
 I will know hygiene strategies to manage the changes during puberty

### Online Safety - Online Relationships

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).  
 I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  
 I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

### RE - How and why do people try to make the world a better place?

I can identify some beliefs about why the world is not always a good place  
 I can make links between religious beliefs and teachings and why people try to live and make the world a better place  
 I can make simple links between teachings about how to live and ways in which people try to make the world a better place  
 I can describe some examples of how people try to live  
 I can identify some differences in how people put their beliefs into action  
 I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better  
 I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas  
 I can express my ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.

### English

Core Text - River Stories by Timothy Knapman

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

### Science - Plants

I can identify and describe the functions of different parts of flowering plants.  
 I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  
 I can investigate the way in which water is transported within plants.  
 I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Core PE - Health & Fitness

#### Agility

I can roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with...  
 I can perform above challenge with tennis ball with...  
 I can roll and chase large ball, stopping it with head in front support position facing opposite direction with...  
 ✓ ability to turn over either shoulder  
 ✓ timing to get in the right position  
 ✓ balance/control when collecting the ball

#### Static Balance

I can raise alternate knees to opposite elbow 5 times with...  
 I can catch large ball thrown at knee height and above head with...  
 I can catch large ball thrown away from body with...  
 I can catch small ball thrown close to and away from body with...  
 ✓ balance maintained throughout  
 ✓ minimum wobble (control)  
 ✓ good posture (head up/back straight)

#### Throwing

I can demonstrate a two-handed push throw  
 I can demonstrate a variety of throwing techniques  
 I can demonstrate the sling throw technique  
 I can demonstrate a forward and overhead heave throw

#### School Games Day

I can use my running, jumping & throwing skills to compete against other Houses  
 I can demonstrate the school games values: determination, passion, self-belief and teamwork

#### Jumping

I can use a short run to jump from one to two feet  
 I can jump for height from standing  
 I can hop, step and jump in the correct sequence

#### Outdoor Adventurous Activities

I can take part in outdoor & adventurous activity challenges - individually & within a team

### Swimming

I can push and glide from the wall and maintain a streamlined position.  
 I can perform a flat stationary scull on the back.  
 I can swim between 10 and 25 metres unaided.  
 I can use more than one stroke and coordinate breathing as appropriate for at least one of the strokes being used.  
 I can perform a 'shout and signal' rescue.