

Emerald Class Curriculum Overview Cycle B Term 1

Maths – Year 5 – Number – Place Value
 I can compare and order numbers to 1 million
 I can round numbers to 1 million
 I can find negative numbers
 I can use Roman numerals

Maths – Year 6 – Number – Place Value
 I can compare and order any number
 I can round any number
 I can find negative numbers

Maths – Year 5 - Number – Four Operations
 I can add and subtract whole numbers
 I can find multiples
 I can find factors
 I can multiply 4 digits by 2 digits
 I can identify prime numbers

Maths – Year 6 – Number – Four Operations
 I can add and subtract whole numbers
 I can find common multiples
 I can find common factors
 I can use long division
 I can square and cube numbers

Geography - Where does our energy come from?
 I can describe the significance of energy.
 I can give examples of sources of energy and their trading routes.
 I can refine renewable and non-renewable energy.
 I can discuss the benefits and drawbacks of different energy sources.
 I can describe the significance of the Prime Meridian.
 I can identify human features on a digital map.
 I can discuss how transport links have changed over time.
 I can locate UK cities on a map.
 I can use six-figure grid references to identify features on an OS map.
 I can consider and justify the location of energy sources.
 I can design and use interview questions.
 I can plot points on a sketch map.

Computing – Sharing Information
 I can explain that data is transferred over networks in packets
 I can recognise that working together on the internet can be public or private
 I can explain that the internet allows different media to be shared.

Online Safety - Health, Well-being and Lifestyle
 I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
 I can describe some strategies, tips or advice to promote health and well-being with regards to technology.
 I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
 I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
 I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
 I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

Science – Animals including humans
 I can describe the changes as humans develop to old age;
 I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;
 I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
 I can describe the ways in which nutrients and water are transported within animals, including humans.

P.S.H.E – Being Me in My World
 I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
 I feel welcome and valued and know how to make others feel the same.
 I know that there are universal rights for all children but for many children these rights are not met.
 I understand my own wants and needs and can compare these with children in different communities.
 I understand that my actions affect other people locally and globally.
 I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
 I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
 I understand how an individual's behaviour can impact on a group.
 I can contribute to the group and understand how we can function best as a whole
 I understand how democracy and having a voice benefits the school community.
 I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.

Design & Technology - Textiles: Waistcoats
 I can consider a range of factors in my design criteria and use this to create a waistcoat design.
 I can use a template to mark and cut out a design.
 I can use a running stitch to join fabric to make a functional waistcoat.
 I can attach a secure fastening, as well as decorative objects.
 I can evaluate my final product.

R.E. – What Does it Mean if Christians Believe God is Holy?
 I can identify some different types of biblical texts, using technical terms accurately
 I can explain connections between biblical texts and Christian ideas of God, using theological terms
 I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
 I can show how Christians put their beliefs into practice in worship
 I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.

English – Being Me in My World
 Core text – The Nowhere Emporium by Ross MacKenzie
 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.

Music – Happy
 I can sing or play from memory with confidence.
 I can perform solos or as part of an ensemble.
 I can sing or play expressively and in tune.
 I can create rhythmic patterns with an awareness of timbre and duration.
 I can combine a variety of musical devices, including melody, rhythm and chords.

Core P.E. - Personal Co-ordination (Ball Skills)
 I can stand with my legs apart, hold a ball between them with both hands at the front, allow the ball to bounce and then catch it with hands behind my legs ('front to back catches') 20 times, alternating catches in front and behind.
 I can do the same task 30 times, this time without letting the ball bounce in between.
 I can complete the above tasks with head up throughout.
 I can stand, throw a ball over my head, catch it behind and then throw it forwards over my head and catch it in front ('overhead throw and catch') 11 times.
Agility (Reaction/Response)
 I can react to a call from a partner when they drop a ball, turn and catch it after 1 bounce.
 I can do the above challenge, but react to the sound of the bounce rather than the call.

Real Gym: Rhythmic and Bench Sequences
 I can explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence.
 I can develop sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.
 I can consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.
 I can explore different ways to perform gymnastics skills using benches and begin to link these to create a sequence.
 I can develop sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.
 I can consolidate and perform sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.

French – Chez Moi (My Home)
 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.