

Music – Looping and Remixing

I can perform a looped body percussion rhythm; keeping in time with my group.

I can use loops to create a whole piece of music, ensuring that the different aspects of music work together.

I can play the first section of 'Somewhere Over the Rainbow' with accuracy.

I can choose a suitable fragment of music and be able to play it along to the backbeat.

I can perform a piece with some structure and two different loops.

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 – Flat File Databases

I can choose which field to sort data by to answer a given question

I can refine a chart by selecting a particular filter

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.

Emerald Class

Curriculum Overview

Term 1 – Cycle B

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.

PSHE – Resilience

I know how resilient people behave

I know how to face challenges with resilience

I know that my behaviour is affected by my emotions.

I know the role of emotions in my life.

I know how to manage the Tornado Zone.

I know that Tornado Zone thoughts affect my actions

I know that other people's bad choices can trigger negative thoughts in me.

I know the options when facing someone in the tornado zone.

I know how thoughts can make me more resilient to failure.

I know how to see failure as an opportunity.

I know how to explain what happens to my thoughts when I make a mistake.

I know why I should take responsibility for my mistakes.

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.

RE – 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

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

Maths

Calculating using Knowledge of Structures

Multiples of 1,000

Numbers up to 10,000,000

Order of Operations and Algebra (ongoing)

Core PE – Personal

Endball and Tag Netball

Co-ordination

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

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.

French – La Famille (My Family)

I can say (with accurate pronunciation) and remember the nouns and the appropriate definite article for my family members

I can say possessive adjectives

I can understand that there are three words for 'my'

I know when to use three words for 'my'

I can ask and answer the question: 'Do you have any brothers or sisters?'

I can understand that, if they are an only child, my answer will vary depending on whether I am a boy or a girl

I can introduce my family members by saying what they are called.

I can count up to 70 in French (with the opportunity of continuing to 100)

I can say how old my family members are