

## Sapphire Class Curriculum Overview Term 5 - Cycle B

Maths - Number - Fractions (Year 3)  
I can add & subtract fractions with the same denominator within one whole  
I can compare & order unit fractions, & fractions with the same denominators  
I can solve problems that involve all of the above

Maths - Number - Decimals (Year 4)  
I can round decimals with one decimal place to the nearest whole number  
I can compare numbers with the same number of decimal places up to two decimal places  
I can solve simple measure money problems involving fractions & decimals to two decimal places

Maths - Measurement – Money (Year 3)  
I can add and subtract amounts of money to give change, using both £ and p

Maths - Measurement – Money (Year 4)  
I can estimate, compare and calculate different measures, including money in pounds and pence

Maths - Measurement - Time (Year 3)  
I can compare & sequence intervals of time  
I can tell & write the time to five minutes, including quarter past/to the hour & draw the hands on a clock face to show these times  
I know the number of minutes in an hour & the number of hours in a day  
I can tell & write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Maths - Measurement – Time (Year 4)  
I can convert between different units of measure e.g. hour to minute  
I can read, write & convert time between analogue & digital clocks  
I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Online Safety - Self-image and identity  
I can explain what is meant by the term 'identity'.  
I can explain how people can represent themselves in different ways online.  
I can explain ways in which someone might change their identity depending on what they are doing online and why.  
I can explain how my online identity can be different to my offline identity.  
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.  
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Music - Bringing Us Together - Pop  
I can find the pulse while listening  
I can identify funky rhythms, tempo changes, dynamics#  
I can identify the instruments/voices I can hear  
I can explain how the words of the song tell a story  
I can copy back, play, invent rhythmic and melodic patterns  
I can play instrumental parts accurately and in time, as part of a performance  
I can improvise in the lessons and as part of a performance  
I can compose a simple melody using simple rhythms and use as part of a performance using the notes C, A + G  
I can contribute to a performance by singing, playing an instrumental part, improvising or by performing my composition  
I can record the performance & discuss my thoughts & feelings about it

French - Les saisons  
I can name and remember the four seasons with the correct article/determiner.  
I can say and/or write a short sentence about what happens in Spring / Summer / Autumn & winter  
I can say which season is my favourite and justify my answer

Science - Rocks  
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
I can recognise that soils are made from rocks and organic matter.

PSHE - Relationships  
I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant  
I can identify someone I love and can express why they are special to me  
I can tell you about someone that I now longer see  
I can different points of view on animal rights issues  
I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.  
I understand how people feel when they love a special pet  
I know how to show love and appreciations to the people and animals who are special to me

Computing - Events & Actions in programs  
I can program movement  
I can match a piece of code to an outcome

Art & Design - Craft & Design: Fabric of Nature  
I can describe objects, images and sounds with relevant subject vocabulary.  
I can create drawings that replicate a selected image.  
I can select imagery & colours to create a mood board with a defined theme & colour palette.  
I can complete four drawings, created with confident use of materials & tools to add colour.  
I can understand the work of William Morris, using subject vocabulary to describe his work & style.  
I can create a pattern using my drawing, taking inspiration from mood boards & initial research to develop it.  
I can identify & explain where a pattern repeats.  
I can follow instructions to create a repeating pattern, adding extra detail.  
I can understand different methods of creating printed fabric in creative industries.  
I can use sketchbooks to evaluate patterns.  
I can produce ideas to illustrate products using my designs.

RE - For Christians, what was the impact of Pentecost? [Kingdom of God]  
I can make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth  
I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean  
I can give examples of what Pentecost means to some Christians now  
I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now  
I can describe how Christians show their beliefs about the Holy Spirit in worship  
I can make links between ideas about the kingdom of God in the Bible & what people believe about following God today, giving good reasons for my ideas.

English - Can you catch a thief?  
Core Text - The Highland Falcon Thief by M.G Leonard & Sam Sedgman  
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

Core PE - Physical - Agility (reaction / response)  
I can react & step across body, bring hand across body & catch tennis ball after 1 bounce with...  
✓ quick reaction and good acceleration  
✓ quick, controlled movement  
✓ balance and control after catch  
Static Balance (floor work)  
I can transfer tennis ball on and off back in a front support with...  
I can transfer cone on and off tummy in back support with...  
I can transfer tennis ball on and off tummy in back support with...  
✓ good posture straight back  
✓ balance held without strain  
✓ control while transferring objects

Athletics - Running, Jumping & Throwing  
Running  
I can demonstrate a good running posture  
I can adjust running pace smoothly  
I can accelerate and decelerate rapidly  
I can run fast over short distances, showing awareness of others  
I can sprint rapidly over short distances  
I can change direction quickly  
I can sprint short distances as part of a team  
I can respond rapidly to a stimulus  
I can sprint over short distances  
I can make rapid decisions to run in a particular direction  
I can make maintain a good running technique when sprinting over obstacles  
Jumping  
I can hop and jump with balance and control  
I can hop, step and jump with speed and balance  
I can perform hop and jump combinations with control  
I can demonstrate a variety of jumping styles  
I can jump for distance from two feet to two feet  
Throwing  
I can perform an arm conditioning exercise correctly  
I can throw and retrieve implements safely  
I can describe how the weight and shape of an object affects its flight path  
I can describe the effect of throwing from sitting, kneeling or standing

Geography - Are all settlements the same?  
I can locate some cities in the UK.  
I can describe the difference between villages, towns and cities.  
I can identify features on an OS map using the legend.  
I can describe the different types of land use.  
I can follow a route on an OS map.  
I can discuss reasons for the location of human and physical features.  
I can locate some geographical regions in the UK.  
I can identify & begin to offer explanations about changes to features in the local area.  
I can describe the location of New Delhi.  
I can identify some human and physical features in New Delhi.  
I can state some similarities & differences between land use & features in New Delhi and the local area.