

Sapphire Class Curriculum Overview Term 6 - Cycle B

Maths - Measurement – Time (Year 3)

I can estimate & read time to the nearest minute
 I can record & compare time in terms of seconds, minutes & hours
 I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon & midnight
 I can know the number of seconds in a minute & the number of days in each month, year and leap year
 I can compare durations of events

Maths - Geometry - Properties of Shapes (Year 3)

I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
 I can recognise angles as a property of shape or a description of a turn
 I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
 I can identify horizontal & vertical lines & pairs of perpendicular & parallel lines.

Maths - Geometry - Properties of Shapes (Year 4)

I can compare & classify geometric shapes, including quadrilaterals & triangles, based on their properties & sizes
 I can identify acute & obtuse angles & compare & order angles up to two right angles by size
 I can identify lines of symmetry in 2-D shapes
 I can complete a simple symmetric figure with respect to a specific line of symmetry.

Maths - Statistics (Year 3)

I can interpret and present data using bar charts, pictograms and tables
 I can solve one-step & two-step using information presented in scaled bar charts & pictograms & tables.

Maths – Statistics (Year 4)

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
 I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Maths - Position & Direction (Year 4)

I can describe positions on a 2-D grid as coordinates in the first quadrant
 I can describe movements between positions as translations of a given unit to the left/right and up/down
 I can plot specified points and draw sides to complete a given polygon.

Music - Reflect, Rewind and Replay

I can listen and appraise classical music
 I can continue to embed the foundations of the interrelated dimensions of music using voices and instruments
 I can sing
 I can play instruments within the song
 I can improvise using voices and instruments
 I can compose
 I can share and perform the learning that has taken place

Online Safety - Online Reputation

I can describe how to find out information about others by searching online.
 I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

Online Bullying

I can recognise when someone is upset, hurt or angry online.
 I can describe ways people can be bullied through a range of media
 I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

French - Les légumes

I can name, recognise and recall from memory up to 10 vegetables in French.
 I can attempt to spell some of these nouns with their plural article/determiner.
 I can use the high frequency verb je voudrais from the verb vouloir, to want

PSHE - Changing Me (Year 3)

I can understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has a baby
 I understand how babies grow and develop in the mother's uterus
 I understand what a baby needs to live and grow
 I can understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
 I can identify how boys' and girls' bodies change on the outside
 I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
 I can start to recognise stereotypical ideas I might have about parenting & family roles

PSHEe - Changing Me (Year 4)

I understand that some of my personal characteristics have come from my birth parents & that this happens because I am made from the joining of their egg & sperm
 I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
 I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this
 I know how the circle of change works and can apply it to changes I want to make in my life
 I can identify changes that have been and may continue to be outside of my control that I learnt to accept
 I can identify what I am looking forward to when I am in Year 5.

Computing - Programming REPETITION IN GAMES

I can modify loops to produce a given outcome
 I can refine the algorithm in my design

Design & Technology - Cooking & Nutrition: Eating seasonally

I can explain that fruits & vegetables grow in different countries based on their climates.
 I can understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.
 I know that eating seasonal fruit & vegetables has a positive effect on the environment.
 I can design my own tart recipe using seasonal ingredients.
 I can understand the basic rules of food hygiene and safety.
 I can follow the instructions within a recipe.

RE - How and why do people mark the significant events of life?

I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
 I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
 I can describe what happens in ceremonies of commitment & say what these rituals mean
 I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live
 I can identify some differences in how people celebrate commitment
 I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
 I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies
 I can give good reasons why I think ceremonies of commitment are or are not valuable today.

English - What's your favourite food?

Core Text - World of Food World of Food: A delicious discovery of the foods we eat by Sandra Lawrence

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 - States of Matter

I can compare & group materials together, according to whether they are solids, liquids or gases.
 I can observe that some materials change state when they are heated or cooled, & measure or research the temperature at which this happens in degrees Celsius (°C).
 I can identify the part played by evaporation & condensation in the water cycle & associate the rate of evaporation with temperature.

Core PE - Health & Fitness - Agility (ball chasing)

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 (stance)
 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 / School Games Day / Jumping / Outdoor Adventurous Activities

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 and 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 and 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.

Geography - Where does our food come from?

I can identify that different foods grow in different biomes and say why.
 I can explain which food has the most significant negative impact on the environment.
 I can consider a change people can make to reduce the negative impact of food production.
 I can describe the intentions around trading responsibly.
 I can explain that food imports can be both helpful and harmful.
 I can describe the journey of a cocoa bean.
 I can locate countries on a blank world map using an atlas.
 I can use a scale bar correctly to measure approximate distances.
 I can collect data through an interview process.
 I can analyse interview responses to answer an enquiry question.
 I can discuss any trends in data collected.