

Curriculum Overview

Emerald Class

Term 4 – Cycle A

Music – Songs of WW2

I can use musical and comparative language in discussion.
I can follow the melody line.
I can follow the scores with a good sense of timing, showing that I understand which section of pitch I am singing.
I can sing the correct words at the correct time.
I can recall the counter-melody line

History - British History 6: What was the impact of World War 2 on the people of Britain?

I can identify the causes of World War 2.
I can identify the different phases in the Battle of Britain.
I can make inferences and deductions about a photograph.
I can describe how children may have felt when evacuated.
I can evaluate the accuracy and reliability of sources.
I can describe the impact WW2 had on women's lives.

Computing – Web Page Creation

I can explore a website
I can create hyperlinks to link to other people's work
I can evaluate the user experience of a website
I can add content to my own web page
I can describe what is meant by the term 'fair use'
I can find copyright-free images

Science – Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

RE – What Does it Mean to be a Muslim in Britain Today?

I can identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)
I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.

PSHE – Health Education

I know the dangers of not getting enough sleep
I know the importance of sleep habits
I know the dangers of an unbalanced diet
I know the importance of a healthy diet
I know the impact of exercise on our well-being
I know the benefits of an active lifestyle

I know the health risks of alcohol
I know the dangers of drug misuse
I know how the internet and social media can be both positive and negative
I know how to manage the dangers of social media
I know how to manage risk in different situations
I know basic techniques for dealing with common injuries

Core PE – Creative Scorpion Handball Static Balance (Seated)

In a seated position without hands or feet touching the floor:
I can reach and pick up cones from in front, to the side and from behind.
I can reach and pick up cones from in front, to the side and from behind with eyes closed.
I can reach and pick up cones from in front, to the side and from behind while a partner applies a force.
I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.
Static Balance (Floorwork)
I can hold a front support position with only 1 foot in contact with the floor and transfer a cone on and off my back.
I can rotate fluently from a front support to a back support, and then continue rotating with fluency.

Handball

I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
I can work alone, or with team mates in order to gain points or possession.
I can field, defend and attack tactically by anticipating the direction of play.
I can choose the most appropriate tactics for a game.
I can uphold the spirit of fair play and respect in all competitive situations.
I can lead others when called upon and act as a good role model within a team.

English – What was the impact of World War 2 on the people of Britain?

Core text – Goodnight Mister Tom by Michelle Magorian
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 Content

Multiplication and division

Fractions

Online Safety – Managing Online Information

I can assess and justify when it is acceptable to use the work of others.
I can give examples of content that is permitted to be reused and know how this content can be found online.
I can demonstrate the use of search tools to find and access online content which can be reused by others.
I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Art - Painting and Mixed Media: Portraits

I can outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
I can try a variety of materials and compositions for the backgrounds of my drawings.
I can communicate to my partner what kind of photo portrait I want.
I can show that I am making decisions about the position of a drawing on a background, trying multiple ideas.
I can create a successful print.
I can use some Art vocabulary to talk about and compare portraits.
I can identify key facts using a website as a reference.
I can explain my opinion of an artwork.

French – Les Vêtements (Clothes)

I can say 20 items of clothing with a strong focus on using the correct gender / article for each item.
I can use the 'je porte' (I wear) form of the verb porter using clothing items
I can use the regular endings of the verb porter
I can listen to and respond to a recording and a script