

Maths

Additive Relationships and securing Mental Calculation
Column Addition
Column Subtraction
2, 4, 8 times tables

English - What does it mean to be rich? Core text - The Paperbag Prince by Colin Thompson

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

History - How have children's lives changed?

I can make observations and deductions from sources.
I can suggest how children's lives have changed.
I can explain why children needed to work.
I can identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
I can identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
I can use sources to identify leisure activities and compare them over time.
I can identify diseases from the past & discuss how effective the treatments were.

Computing - Data and Information

I can suggest questions that can be answered using a given data set
I can use a data logger to collect data

Online Safety - Privacy & Security

I can describe simple strategies for creating & keeping passwords private.
I can give reasons why someone should only share information with people they choose to and can trust.
I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
I can describe how connected devices can collect and share anyone's information with others.

PSHE

I will the different types of families.
I will know that people can behave differently online.
I will know the impact on victims of bullying behaviour
I will know how to apply collaboration skills to complete a group task
I will know why stereotypes are harmful.
I will know the impact of violence.

Sapphire Class Curriculum Overview Term 2 – Cycle B

Science - Animals including Humans

I can describe the simple functions of the basic parts of the digestive system in humans.
I can identify the different types of teeth in humans and their simple functions.
I can construct and interpret a variety of food chains, identifying producers, predators and prey.

French – School Days

I can deduce the meaning of new words using a range of language detective skills.
I can accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound.
I can speak clearly and present simple phrases using a visual support.
I can explain what there is and is not in a classroom.
I can correctly identify masculine and feminine nouns in written form.
I can extract key information from a written text.
I can use modelled language to create sentences containing appropriate articles.
I can write familiar language with a degree of accuracy by applying knowledge of sound-spelling links.

Design & Technology - Mechanical Systems: Mechanical Cars

I can describe key design improvements in the history of the automobile
I can measure and compare the distance travelled by different mechanical cars
I can choose and use appropriate tools and materials to make mechanical cars
I can draw exploded diagrams and annotated sketches of my different mechanical cars
I can use a problem statement to identify the design criteria
I can assess the product against the design criteria
I can conduct market research into existing products
I can provide specific feedback and adjust my design to incorporate customer feedback
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RE - What do Hindus believe that God is like?

I can identify some Hindu deities & say how they help Hindus describe God
I can make clear links between some stories & what Hindus believe about God
I can offer informed suggestions about what Hindu murtis express about God
I can make simple links between beliefs about God and how Hindus live
I can identify some different ways in which Hindus worship
I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Music – Body and Tuned Percussion (Theme: Rainforests)

I can identify the structure of a piece of music.
I have an idea as to when there is one layer in a piece of music and when there are two.
I can play a sequence in the correct order in time with my partner.
I can have two contrasting rhythms being played together.
I can have two different melodies being played together.
I can have a complete piece of music with four different layers with an appropriate structure.

-Vocal Learning for Carol Service

Core PE

Dynamic Balance to Agility

I can jump 2 feet to 2 feet forwards, backwards and side-to-side with...
I can hop forward and backwards, freezing on landing with...
I can jump 1 foot to other forwards and backwards, freezing on landing with...
I can hop sideways, raising knee and freezing on landing with...
I can jump 1 foot to other sideways, raising knee and freeze on landing with...
✓ good take off and height
✓ balance and control on landing
✓ soft and controlled landings.

Static Balance

I can reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with...
I can reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with...
I can hold a V-shape with straight arms and legs for 10 seconds with...
✓ my feet and hands off the floor throughout.
✓ minimum wobble.
✓ balance held without strain.

Real Dance

Dance Skills - Artistry, Partnering, Circles & Shapes

I can explore different standing and floor shapes.
I can develop interesting & inventive ways of moving between standing & floor shapes.
I can put shapes into a repeatable sequence.
I can explore and develop circles.
I can create ways of moving between shapes by moving arms and legs in large circles and at a variety of angles.
I can create different ways of using circles to make turns and jumps
I can explore and develop standing and floor shapes with a partner.
I can find interesting and inventive ways of moving between the standing and floor shapes with a partner.
I can use partner shapes and moving between shapes with a partner to create a sequence of movement that can be remembered and repeated.
I can further consolidate partner skills, including shapes and circles, to move between shapes.
I can develop & define circle moves – circles to become smaller & more detailed.
I can explore and develop silk moves.
I can link silk moves with shapes and circles.
I can create a repeatable sequence including all skills learned so far.
I can consolidate the wide range of skills explored in the previous lessons.
I can explore different ways of working with a partner to ensure better understanding of the choreography making process and performance.
I can work with a partner to create a final dance sequence ready for performance.