

Sapphire Class Curriculum Overview Term 3 - Cycle B

Maths - Number - Multiplication & Division (Year 3)

I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Maths - Number - Multiplication & Division (Year 4)

I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

I can recognise and use factor pairs and commutativity in mental calculations
I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout

I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Maths - Measurement - Length, Area & Perimeter (Year 3)

I can measure, compare, add and subtract: lengths (m/cm/mm)

I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, strip rule or metre stick

I can measure the perimeter of simple 2-D shapes

Maths - Measurement - Length, Area & Perimeter (Year 4)

I can convert between different units of measure e.g. kilometre to metre

I can measure & calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

I can find the area of rectilinear shapes by counting squares

I can estimate, compare and calculate different measures

Computing - Photo Editing

I can change the composition of an image by selecting parts of it

I can identify how an image has been retouched

I can combine parts of images to create new images

Online Safety - Online Reputation

I can explain how to search for information about others online.

I can give examples of what anyone may or may not be willing to share about themselves online.

I can explain the need to be careful before sharing anything personal.

I can explain who someone can ask if they are unsure about putting something online.

Online Bullying

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

French - Les glaces

I can name, recognise and remember up to 10 ice-cream flavours in French.

I can attempt to spell some of these flavours.

I can use the structure 'je voudrais...' plus an ice-cream flavour.

I can say whether I would like a cone or pot and possibly how many scoops.

I can say 'please' and 'thank you' in French.

Science - Forces and Magnets

I can compare how things move on different surfaces

I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

I can observe how magnets attract or repel each other

I can observe how magnets attract some materials & not others

PSHE - Dreams & Goals

I can tell you about some of my hopes and dreams

I can understand that sometimes hopes and dreams do not come true and that this can hurt

I know that reflecting on positive and happy experiences can help me to counteract disappointment

I know how to make a new plan & set new goals even if I have been disappointed

I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group

I can identify the contributions made by myself & others to the group's achievement

Safer Internet Day

I can describe strategies for safe and fun experiences in a range of online social environments.

I can give examples of how to be respectful to others online.

I can identify some online technologies where bullying might take place.

I can describe ways people can be bullied through a range of media

I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them

Design & Technology - Electrical systems: Torches

I can identify electrical products and explain why they are useful.

I can help to make a working switch.

I can identify the features of a torch and how it works.

I can describe what makes a torch successful.

I can create suitable designs that fit the success criteria and my own design criteria.

I can create a functioning torch with a switch according to my design criteria.

RE - What does it mean to be a Hindu in Britain today? [Dharma]

I can describe how Hindus show their faith within their families in Britain today

I can describe how Hindus show their faith within their faith communities in Britain today

I can identify some different ways in which Hindus show their faith

I can identify the terms dharma, Sanatan Dharma & Hinduism and say what they mean

I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.

English - Who cares about the rainforest? Core Text - The Great Kapok Tree by Lynne Cherry

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

Music - Three Little Birds - Reggae

I can identify the piece's structure - introduction, chorus, verse

I can identify the instruments/voices - Bass, drums, electric guitar, keyboard, organ, male, backing vocals.

I can find the pulse and identify funky rhythms, tempo changes and dynamics.

I can copy back, play, invent rhythmic and melodic patterns.

I can sing in unison.

I can play instrumental parts accurately and in time, as part of the performance - notes G + A

I can improvise in the lessons and as part of the performance.

I can compose a simple melody using simple rhythms and use it as part of the performance (using the notes: C, D + E)

I can contribute to a performance & discuss my thoughts and feelings towards it afterwards

Core PE - Cognitive - Dynamic Balance (on a Line)

I can walk fluidly, forwards & backwards, lifting heel to bottom, knees up and heel to toe landing with...

I can lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with...

I can lunge walk forwards, bringing opposite elbow up to a 90° angle

I can complete all red challenges with eyes closed with...

✓ balance maintained on the line.

✓ my opposite arm and leg driving forwards.

✓ fluidity and minimum wobble

Coordination (Ball Skills)

I can stand with legs apart and move ball in figure of 8 around both legs 12 times with...

I can move ball around waist into figure of 8 around both legs 10 times with...

I can move ball around waist and then around alternate legs 12 times with...

I can stand with legs apart and perform 24 criss-crosses, with and then without a bounce with...

✓ smooth movements with the ball

✓ an ability to complete challenges in both directions consistently and smoothly.

✓ fluidity when changing hands

Real Gym - Unit 2 - Flight (flight sequences) & Balance (Climbing sequences)

I can explore different types of jumps & leaps & begin to link these to create a sequence

I can develop sequences using a variety of jumps & leaps, low apparatus & directions

I can consolidate & perform sequences using a variety of jumps & leaps & directions, incorporating low apparatus.

I can explore balances using apparatus & begin to link these to create a sequence.

I can develop sequences using a variety of balances, directions and levels.

I can consolidate & perform sequences using a variety of balances, directions & levels.

Geography - Why are rainforests important to us?

I can describe a biome and give an example.

I can state the location and some key features of the Amazon rainforest.

I can name and describe the four layers of tropical rainforests.

I can understand that trees and plants adapt to living in the rainforest and give an example.

I can define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.

I can name one way in which the Amazon is changing.

I can articulate why the Amazon rainforest is important.

I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.

I can use a variety of data collection methods with support.

I can summarise how the local woodland is used and suggest changes to improve the area.