

## Emerald Class Curriculum Overview Term 6 – Cycle B

### Music – Composing and Performing

- I can identify and evaluate the musical features of a song.
- I can contribute ideas to the group chorus, suggesting how lines three and four could rhyme.
- I can contribute ideas to the group verse, suggesting how lines one and four and five and eight could rhyme.
- I can fit an existing melody over a four-chord backing track.
- I can create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- I can record melodies using letter notation.
- I can perform the leavers' song with confidence.

### Geography - Why does population change?

- I can identify the most densely and sparsely populated areas.
- I can describe the increase in global population over time.
- I can begin to describe what might influence the environments people live in.
- I can define birth and death rates, suggesting what may influence them.
- I can define migration, discussing push and pull factors.
- I can explain why some people have no choice but to leave their homes.
- I can describe the causes of climate change, explaining its impact on the global population.
- I can suggest an action they can take to fight climate change.
- I can calculate the length of a route to scale.
- I can follow a selected route on an OS map.
- I can use a variety of data collection methods, including using a Likert scale.
- I can collect information from a member of the public.
- I can create a digital map to plot and compare data collected from two locations.

### Computing – Sensing Movement

- I can modify a program to achieve a different outcome
- I can use a variable in an if... then... else... statement to select the flow of a program

### Online Safety – Online Reputation and Online Bullying

- I can explain the ways in which anyone can develop a positive online reputation.
- I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
- I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
- I can describe how to capture bullying content as evidence e.g screen-grab, URL, profile) to share with others who can help me.
- I can explain how someone would report online bullying in different contexts.

### PSHE – Wider world

- I understand the dangers of intolerance
- I know why intolerance is harmful
- I know how the government cares for the community
- I know why the government spends tax money on welfare
- I know the skills needed for a range of occupations
- I know the different motivators for choosing an occupation
- I know how to apply collaboration skills to manage a budget
- I know how to monitor my spending
- I know how to learn from losing
- I know how to apply resilience and empathy in a competition
- I know the different ways that change can impact your life
- I know how to approach change with a resilient mindset

### SRE

- I know how my body changes as I go through puberty
- I know how sexual intercourse leads to human reproduction
- I know the correct terms to use with gender identity and sexual identity
- I know how the media can affect my self-esteem
- I know about consent
- I know what is appropriate in friendships and wider relationships

### Art - Sculpture and 3D: Making Memories

- I can discuss the work of artists that appreciate different artistic styles.
- I can create a sculpture to express myself in a literal or symbolic way.
- I can reflect verbally or in writing about creative decisions.
- I can suggest ways to represent memories through imagery, shapes and colours.
- I can draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- I can competently use scissors to cut shapes accurately.
- I can talk about artists' work and explain what I might use in my own work.
- I can produce a clear sketchbook idea for a sculpture, including written notes and drawings to show the methods and materials needed.
- I can successfully translate plans to a 3D sculpture.
- I can work mostly independently, experimenting and trying new things.
- I can identify and make improvements to my work.
- I can produce a completed sculpture demonstrating experimentation, originality and technical competence.

### RE – What Matters Most to Humanists and Christians?

- I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
- I can make clear connections between Christian and Humanist ideas about being good and how people live
- I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- I can raise important questions and suggest answers about how and why people should be good

### English – Why does population change? Core text – The Boy in the Back of the Class by Onjali Raul

- 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

- Draw, compose and decompose shapes
- Calculating using knowledge of structures
- Solving problems with 2 unknowns
- Order of operations and algebra

### Science – Animals including Humans

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- I can describe the ways in which nutrients and water are transported within animals, including humans.

### Core PE – Health and Fitness

#### Athletics

- I can combine sprinting with low hurdles over 60 metres.
- I can choose the best place for running over a variety of distances.
- I can throw accurately.
- I can show control in take-off and landings when jumping.
- I can compete with others and keep track of personal best performances.

#### Swimming

- I can swim unaided over a distance of at least 25 metres.
- I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- I can perform safe self-rescue in different water-based situations.

#### Cricket

- I can choose and combine techniques in game situations.
- I can field, defend and attack tactically by anticipating the direction of play.
- I can strike a bowled or volleyed ball with accuracy.
- 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.

### French - French sport and the Olympics

- I can pronounce the name of a sport accurately and confidently.
- I can use the verbs jouer and faire correctly with different sports.
- I can create sentences using two verbs, the second one in the infinitive form.
- I can construct simple sentences to say whether or not I play a sport.
- I can express and justify opinions in relation to sports.
- I can identify some of the French country names using cognates and near cognates.
- I can use the correct form of aller with correct preposition to indicate where I am going.
- I can write an article in French, using a writing frame, about an imaginary Olympic Games.