

Emerald Class Curriculum Overview Cycle B - Term 2

Maths – Number – Four Operations (Year 5)

I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)

Maths – Number – Four Operations (Year 6)

I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
I can square and cube numbers

Maths – Fractions (Year 5)

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Maths – Fractions (Year 6)

I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
I can divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

History - What does the census tell us about our local area?

I can identify the type of information the census gives about people.
I can use the census to make inferences about people from the past, providing supporting evidence for my statements.
I can make observations from the census and identify changes between periods of time.
I can identify the dangers of working in a textile mill.
I can create questions to identify the thoughts and feelings of a Victorian working child.
I can identify the key events of Mary's life and interpret her thoughts and feelings.
I can extract information from the census to recreate the lives of people who lived in a household from the local area.

Computing – Vector Drawing

I can change the order of layers in a vector drawing
I can identify the main drawing tools

Online Safety – Privacy and Security

I can explain what a strong password is and demonstrate how to create one.
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
I can explain what app permissions are and can give some examples.

Science – Electricity

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;
I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches;
I can use recognised symbols when representing a simple circuit in a diagram.

P.S.H.E – Celebrating Difference

I understand there are different perceptions about what normal means.
I can empathise with people who are living with disabilities.
I understand how having a disability could affect someone's life.
I am aware of my attitude towards people with disabilities.
I can explain some of the ways in which one person or a group can have power over another.
I know how it can feel to be excluded or treated badly by being different in some way.
I know some of the reasons why people use bullying behaviours.
I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.
I can give examples of people with disabilities who lead amazing lives.
I appreciate people for who they are.
I can explain ways in which difference can be a source of conflict and a cause for celebration.

Art - Sculpture and 3D: Interactive Installation

I can group images together, explaining my choices.
I can answer questions about a chosen installation thoughtfully and generate my own questions.
I can show that I understand what installation art means.
I can justify my opinions of installation artworks.
I can evaluate my box designs, considering how they might appear as full-sized spaces.
I can suggest changes I could make if I repeated the activity to create a different atmosphere in the space.
I can create an installation plan, model or space.
I can describe my creations and the changes I made as I worked.

R.E. – Why do Some People Believe in God and Some Not?

I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
I can give examples of reasons why people do or do not believe in God
I can make clear connections between what people believe about God and the impact of this belief on how they live
I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.

English – What does the census tell us about our local area?

Core text – Tiger Heart by Penny Chimes
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.

Music – Classroom Jazz 2 – jazz, playing, improvising, dimensions of music

I can sing or play from memory with confidence.
I can perform with controlled breathing (voice) and skilful playing (instrument).
I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
I can read and create notes on the musical stave.

Core P.E. - Social

Dynamic Balance (On A Line)
I can sidestep in both directions.
I can stand sideways and complete continuous 180° front pivots. I can do the same with 180° reverse pivots.
I can move sideways, stepping across my body (lateral step-over).
I can perform 'grapevines' (lateral step-over, sidestep, lateral step-behind, repeat).
Counter Balance (With A Partner)
With a partner, maintaining balance throughout:
I can complete all blue counter balance challenges with eyes closed.
I can step onto a bench facing my partner, hold with both hands with feet side by side, lean back, hold and then move back together.
I can step onto a bench facing my partner, hold with both hands and swap places whilst leaning back with straight arms.

Real Dance

I can create multiple standing and floor shapes
I can travel between shapes including rotation
I can create complex movement led by a combination of circles made with different body parts and in different planes
I can create standing and floor shapes in close contact
I can travel with my partner
I can create sequences of movement led by combinations of circles made with different body parts and in different planes
I can create sequences of movement, turning and jumping
I can create multiple ways of moving linked to the silk
I can create a combination of shapes, circle and silk moves
I can create a sequence of a minimum of 6 various moves

French – La Famille (Family)

I can say (with accurate pronunciation) and remember the nouns and the appropriate definite article for my family members
I can say possessive adjectives
I can understand that there are three words for 'my'
I know when to use three words for 'my'
I can ask and answer the question: 'Do you have any brothers or sisters?'
I can understand that, if they are an only child, my answer will vary depending on whether I am a boy or a girl
I can introduce my family members by saying what they are called.
I can count up to 70 in French (with the opportunity of continuing to 100)
I can say how old my family members are