

## Maths

### Numbers to 10,000

(Number - Number and Place Value)

I can count in multiples of 6, 7, 9, 25 and 1000

I can find 1000 more or less than a given number

I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

I can order and compare numbers beyond 1000

I can identify, represent and estimate numbers using different representations

I can round any number to the nearest 10, 100 or 1000

I can solve number and practical problems that involve all of the above and with increasingly large positive numbers

(Number - Addition and Subtraction)

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

I can estimate and use inverse operations to check answers to a calculation

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### Column Addition (Number - Addition and Subtraction)

I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

I can estimate the answer to a calculation and use inverse operations to check answers

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtractions where appropriate

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

## Computing - Creating Media

### STOP-FRAME ANIMATION

I can create an effective stop frame animation

I can create a storyboard

I can add other media to my animation

## Online Safety - Managing Online Information

I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).

I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.

I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

## French - Petit Chaperon Rouge

I can sit and listen to a familiar story being told in French.

I can use picture and word cards to recognise and help retain new language.

I can remember key parts of the body in French.

# Sapphire Class Curriculum Overview Term 3 - Cycle A

## Science - Sound

I can identify how sounds are made, associating some of them with something vibrating

I can recognise that vibrations from sounds travel through a medium to the ear

I can find patterns between the pitch of a sound and features of the object that produced it

I can find patterns between the volume of a sound and the strength of the vibrations that produced it

I can recognise that sounds get fainter as the distance from the sound source increases

## PSHEe

I know the right person to talk to when I am feeling upset.

I know how to recognise different thought gremlins.

I know the values that are important to me.

I know to be thankful for the important people in my life

I know how to identify the challenges of life.

I know habits that will keep me healthy and boost my well-being.

I know the dangers of bottling up emotions.

I know how to positively tackle thought gremlins.

I know key values to live by

I know how to use gratitude to boost my wellbeing.

I know that we have a choice when dealing with challenges.

I know that positive habits can boost my well-being

## Design & Technology - Digital World: Wearable technology

I can give a brief explanation of the digital revolution and/or remember key examples

I can suggest a feature from the virtual Micro:bit that is suitable for the product. I can write a program that initiates a flashing LED panel, or another pattern, on the virtual Micro:bit when a button is pressed

I can identify errors, if testing is unsuccessful, by comparing my code to a correct example.

I can explain the basic functionality of my finished program.

I can suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.

I can create annotated diagrams to help illustrate how my product is worn.

I can describe what is meant by 'point of sale display' with an example.

I can follow basic design requirements using computer-aided design, drawing at least one shape with a text box & bright colours, following a demonstration.

I can evaluate my design using a focus group.

## RE - How do festivals and worship show what matters to a Muslim?

I can identify some beliefs about God in Islam, expressed in Surah 1

I can make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)

I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.

I can make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

I can raise questions & suggest answers about the value of submission & self-control to Muslims, & whether there are benefits for people who are not Muslims

I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas.

English - Let's travel to an imagined world!  
Core text - Leon & The Place Between by Angela McAllister

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

### Musical Instrument Learning with Create Music – Violin

## 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

✓ 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 - 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 - Are all settlements the same?

I can locate some cities in the UK.

I can describe the difference between villages, towns and cities.

I can identify features on an OS map using the legend.

I can describe the different types of land use.

I can follow a route on an OS map.

I can discuss reasons for the location of human and physical features.

I can locate some geographical regions in the UK.

I can identify & begin to offer explanations about changes to features in the local area.

I can describe the location of New Delhi.

I can identify some human and physical features in New Delhi.

I can state some similarities & differences between land use & features in New Delhi and the local area.