

Emerald Class Curriculum Cycle Term 5 – Cycle B

Maths – Properties of Shape (Year 5)

- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- I know angles are measured in degrees: I can estimate and compare acute, obtuse and reflex angles
- I can draw given angles, and measure them in degrees (°)
I can identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and 1/2 a turn (total 180°)
 - other multiples of 90°
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Maths – Properties of Shape (Year 6)

- I can draw 2-D shapes using given dimensions and angles
- I can recognise, describe and build simple 3-D shapes, including making nets
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Maths – Position and Direction (Year 5)

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Maths – Position and Direction (Year 6)

- I can describe positions on the full coordinate grid (all four quadrants)
- I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

History - Unheard histories: Who should feature on the £10.00 banknote?

- I can name the features of a banknote.
- I can make inferences about a person using a banknote.
- I can explain the significance of historical figures.
- I can make inferences from sources.
- I can apply criteria to decide if a person is historically significant and explain why.
 - I can explain the significance of William Tuke.
 - I can research important aspects of a person's life.
 - I can explain what makes a person significant.

Computing – Selection in Physical Computing

- I can build a simple circuit to connect a microcontroller to a computer
- I can create a detailed drawing of my project

Online Safety – Self-Image and Identity

- I can explain how identity online can be copied, modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.
- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- I can explain the importance of asking until I get the help needed.

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.

PSHE – Relationships

- I can identify the most significant people to be in my life so far.
- I understand how it feels to have people in my life that are special to me.
- I know some of the feelings we can have when someone dies or leaves.
- I can use some strategies to manage feelings associated with loss and can help other people to do so.
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- I can recognise when I am feeling those emotions and have strategies to manage them.
- I can recognise when people are trying to gain power or control.
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
- I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.
- I can take responsibility for my own safety and well-being.
- I can use technology positively and safely to communicate with my friends and family.

D&T - Digital World: Navigating the World

- I can incorporate key information from a client's design request such as 'multifunctional' and 'compact' in my design brief.
- I can write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen.
- I can identify errors (bugs) in the code and suggest ways to fix (debug) them.
- I can self and peer evaluate a product concept against a list of design criteria with basic statements.
- I can identify key industries that use 3D CAD modelling and why.
- I can recall and describe the name and use of key tools used in Tinkercad (CAD) software.

RE – For Christians, What Kind of King is Jesus?

- I can explain connections between biblical texts and the concept of the kingdom of God
- I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- I can show how Christians put their beliefs into practice in different ways
- I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- I can articulate my own responses to the idea of the importance of love and service in the world today.

English – Unheard histories

Core text – Freedom: 1783 by Catherine Johnson

- 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 – Music and Me

- I can sing or play from memory with confidence.
- I can perform solos or as part of an ensemble.
- I can sing or play expressively and in tune.
- I can perform with controlled breathing (voice) and skilful playing (instrument).
- I can create songs with verses and a chorus.
- I can create rhythmic patterns with an awareness of timbre and duration.
- I can combine a variety of musical devices, including melody, rhythm and chords.

Core PE - Physical Dynamic Balance to Agility (Jumping and Landing)

- On a line then low beam, maintaining balance:*
- I can jump from 2 feet to 2 feet with a 180° turn in the middle (in both directions).
- I can jump from 2 feet to 2 feet with a tuck and a 180° turn (in both directions).
- I can stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (on both sides).
- Static Balance (One Leg)**
- Maintaining balance and on both legs:*
- I can complete 5 ankle extensions with eyes closed.
- I can complete 10 squats into ankle extensions with eyes closed.
- I can complete the above 2 challenges on an uneven surface (eyes open).
- I can complete the first 2 challenges on an uneven surface with eyes closed.

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 and refine performance by analysing technique and body shape.
- I can show control in take-off and landings when jumping.
- I can compete with others and keep track of personal best performances, setting targets for improvement.

French – Boucle d'Or Et Les Trois Ours (Goldilocks & The Three Bears)

- I can develop my listening skills in French
- I can develop my understanding of the vocabulary presented in the story
- I can write my own version of the story following a structured storyboard approach