

French – Birthday Celebrations

I can say the numbers 1-31 in French.
I can read and calculate Maths sums correctly.
I can match French months to their English equivalents.
I can ask when someone's birthday is and say when their birthday is.
I can compare similarities and differences between birthdays in the UK and France.
I can write sentences to create a wish list, describing things orally and in writing.
I can appreciate songs in the language.
I can compare French festivals and their traditions with English ones.

Computing - Creating Media

I can compare work made on desktop publishing to work created by hand
I can identify the uses of desktop publishing in the real world
I can explain the difference between text and 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.

Maths

2, 4, 8 times tables

Understanding and manipulating Multiplicative Relationships

Music - Pentatonic Melodies and Composition (Theme: Chinese New Year)

I can match my movements to the music, explaining why I chose these movements.
I can accurately notate and play a pentatonic melody.
I can play my part in a composition confidently.
I can work as a group to perform a piece of music

Sapphire Class Curriculum Overview Term 3 – Cycle B

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 – Mental Wellbeing

I will know the dangers of bottling up emotions.
I will know how to positively tackle thought gremlins.
I will know key values to live by
I will know how to use gratitude to boost my wellbeing.
I will know that we have a choice when dealing with challenges.
I will know that positive habits can boost my well-being.

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?

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

Core PE

Cognitive - Dynamic Balance

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

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 & Balance

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.