

Music – Blues

- I can name three key features of Blues music.
- I can sing in tune, using vocal expression to convey meaning.
- I can explain what a chord is and play the chord of C sixteen times.
- I can play the twelve-bar blues correctly.
- I can play the notes of the Blues scale in the correct order, ascending and descending.
- I can play a selection of Blues scale notes out of order in my own improvisation.

Emerald Class
Curriculum Overview
Term 2 - Cycle B

PSHE - Relationships

- I understand the actions of someone in a caring family relationship
- I know what do to if a family relationship is making me feel unsafe
- I know how to critically consider online relationships
- I know how to avoid oversharing on the Internet
- I know how to manage a bully
- I know how to be a helpful bystander when I see bullying
- I know how to apply collaboration skills to complete a group task
- I know how to deal with people who stereotype
- I know what stereotyping can lead to
- I know that violence is the wrong choice
- I know why violence is the wrong choice

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.
- I can describe how my space conveys a particular message or theme.
- I can make and explain my choices about materials used, arrangement of items in the space and the overall display of the installation.
- I can show I have considered options for how to display my installation best e.g. lighting effects.
- I can present information about my installation clearly in the chosen format.
- I can justify choices made, explaining how they improve the viewer experience or make it interactive.

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

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.

Core PE

Games (Steal the Treasure, River Crossing, Jumpball)

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.

French – In my French house

- I can understand the French words for different types of houses and their rooms.
- I can ask and answer questions using vocabulary about houses and rooms.
- I can remember and understand the elements of a house.
- I can use a writing frame to create a written description of a house.
- I can label things in a bedroom and use the related vocabulary in simple sentences.
- I can use prepositions accurately, both verbally and in written sentences.
- I can write a letter to describe all the rooms in a house, using at least three prepositions accurately to say where things are.

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 – Introduction to Spreadsheets

I can build a data set in a spreadsheet application

I can construct a formula in a spreadsheet

I can produce a graph

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.

Maths Content

Decimal Fractions

Fractions

Multiplication and Division

Solving Problems with Two Unknowns (ongoing)