

**Sapphire Class**  
**Curriculum Overview**  
**Term 6 – Cycle A**

**Geography - What are rivers and how are they used?**

I can identify water stores and processes in the water cycle.  
I can describe the three courses of a river.  
I can name the physical features of a river.  
I can name some major rivers and their location.  
I can describe different ways a river is used.  
I can list some of the problems around rivers.  
I can describe human and physical features around a river.  
I can identify the location of a river on an OS map.  
I can make a judgement on the environmental quality in a river environment.  
I can make suggestions on how a river environment could be improved.

**Maths**

Fractions greater than 1  
Parallel and perpendicular sides in polygons  
Symmetry in 2D shapes

**Computing - Programming**  
**REPETITION IN SHAPES**

I can explain the effect of changing a value of a command  
I can use a procedure in a program

**Art & Design - Drawing Power Prints**

I can create several pencil tones when shading & create a simple 3D effect.  
I can explore the effect of holding a pencil in different ways & applying different pressures.  
I can use charcoal & rubber to show areas of light & dark in my drawings.  
I can demonstrate an awareness of the relative size of the objects I draw.  
I can use scissors with care and purpose to cut out images.  
I can try out multiple arrangements of cut images to decide on my composition.  
I can use different tools to create marks & patterns when scratching into a painted surface.  
I can show some awareness of how to create contrast by including areas with more and less marks.  
I can create an interesting finished drawing based on my original composition, including detail such as contrast and pattern.  
I can work to create a joint artwork, experimenting with my methods.  
I can show that I have thought about how to improve my sculptures & made choices about what to add.  
I can work cooperatively in a pair to add detail to my artwork.

**French - Les Fruits**

I can name, recognise and remember up to 10 fruits in French.  
I can attempt to spell some of these nouns with their correct article / determiner.  
I can ask somebody in French if they like a particular fruit.  
I can say what fruits I like and dislike in French

**PSHEe**

I know how to recognise diversity  
I know the difference between a caring and uncaring community  
I know how a person suits a job  
I know that we buy things for different reasons  
I know why losing can be painful  
I know how to deal with change  
I know the benefits of diversity  
I know the impact of an uncaring school community  
I know what happens in a job interview  
I know the risks associated with money  
I know how winning and losing impacts my emotions  
I know how to describe a resilient response to change

**Online Safety - Online Relationships**

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).  
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  
I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

**RE - How and why do people try to make the world a better place?**

I can identify some beliefs about why the world is not always a good place  
I can make links between religious beliefs and teachings and why people try to live and make the world a better place  
I can make simple links between teachings about how to live and ways in which people try to make the world a better place  
I can describe some examples of how people try to live  
I can identify some differences in how people put their beliefs into action  
I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better  
I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas  
I can express my ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.

**Music**

**Musical Instrument Learning with Create Music - Violin**

**English**

**Core Text - River Stories by Timothy Knapman**

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

**Science - Plants**

I can identify and describe the functions of different parts of flowering plants.  
I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  
I can investigate the way in which water is transported within plants.  
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Core PE - Health & Fitness**

**Agility**

I can roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with...  
I can perform above challenge with tennis ball with...  
I can roll and chase large ball, stopping it with head in front support position facing opposite direction with...  
✓ ability to turn over either shoulder  
✓ timing to get in the right position  
✓ balance/control when collecting the ball

**Static Balance**

I can raise alternate knees to opposite elbow 5 times with...  
I can catch large ball thrown at knee height and above head with...  
I can catch large ball thrown away from body with...  
I can catch small ball thrown close to and away from body with...  
✓ balance maintained throughout  
✓ minimum wobble (control)  
✓ good posture (head up/back straight)

**Throwing**

I can demonstrate a two-handed push throw  
I can demonstrate a variety of throwing techniques  
I can demonstrate the sling throw technique  
I can demonstrate a forward and overhead heave throw

**School Games Day**

I can use my running, jumping & throwing skills to compete against other Houses  
I can demonstrate the school games values: determination, passion, self-belief and teamwork

**Jumping**

I can use a short run to jump from one to two feet  
I can jump for height from standing  
I can hop, step and jump in the correct sequence

**Outdoor Adventurous Activities**

I can take part in outdoor & adventurous activity challenges - individually & within a team

**Swimming**

I can push and glide from the wall and maintain a streamlined position.  
I can perform a flat stationary scull on the back.  
I can swim between 10 and 25 metres unaided.  
I can use more than one stroke and coordinate breathing as appropriate for at least one of the strokes being used.  
I can perform a 'shout and signal' rescue.