

# Emerald Class Curriculum Overview Term 2 – Cycle A

**Music - Composition Notation (Theme: Ancient Egypt)**

I can sing in time and in tune with other people and the backing track.  
I can remember the lyrics to a song.  
I can identify the structure of a piece of music and match this to non-standard notation.  
I can improvise my own piece of music.  
I can play a melody with reasonable accuracy.  
I can perform with confidence and in time with others.  
I can compose and play a melody using stave notation.  
I can contribute meaningfully to the group performance and composition.  
I can use hieroglyphic notation to show the structure of my piece.

**Science – Living things and their Habitats**

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  
I can describe the life process of reproduction in some plants and animals.

**English – Celebrating Difference**  
**Core text – Wonder by R.J. Palacio**

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

**Maths Content**

Negative Numbers  
Short Multiplication & Short Division  
Solving Problems with Two Unknowns (ongoing)

**History - British History 5: What was life like in Tudor England?**

I can extract information about Henry VIII from sources and explain and justify my interpretation of Henry VIII using evidence from sources.  
I can make deductions from sources about Anne Boleyn, interpret historical sources and support interpretations with evidence.  
I can use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.  
I can identify primary sources, highlighting evidence in a source and make historical deductions from evidence.  
I can select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.  
I can make deductions using inventories and make judgements as to whether a person was rich or poor.

**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

**Core PE - Social**  
**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.  
**Real Dance**  
I can create multiple standing and floor shapes  
I can travel between shapes including rotation  
I can create complex movement led by a combination of circles made with different body parts and in different planes  
I can create standing and floor shapes in close contact  
I can travel with my partner  
I can create sequences of movement led by combinations of circles made with different body parts and in different planes  
I can create sequences of movement, turning and jumping  
I can create multiple ways of moving linked to the silk  
I can create a combination of shapes, circle and silk moves  
I can create a sequence of a minimum of 6 various moves

**Computing – Communication and Collaboration**

I can complete a web search to find specific information  
I can compare different methods of communicating on the internet  
I can describe some of the ways that search results can be influenced  
I can recognise some of the limitations of search engines

**D&T - Electrical Systems: Doodlers**

I can identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.  
I can explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.  
I can describe a motor as a circuit component that changes electrical energy into movement.  
I can provide examples of motorised products that use movement to rotate or spin different parts.  
I can remove and replace different parts of a Doodler, as part of a team.  
I can suggest ways to switch the configuration to amend the form or function of the Doodler.

**Online Safety – Managing Online Information**

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.  
I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.  
I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.  
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.  
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.  
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

**RE – Why do Christians Believe Jesus was the Messiah?**

I can explain the place of Incarnation and Messiah within the 'big story' of the Bible  
I can identify Gospel and prophecy texts, using technical terms  
I can explain connections between biblical texts, Incarnation and Messiah, using theological terms  
I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas  
I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible  
I can weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make

**French – As-Tu Un Animal? (Do You Have A Pet?)**

I can say the noun and article for 8 pets to answer target question "Do you have a pet?"  
I can consolidate the article and nouns for eight common pets and learn how to use "J'ai" (I have...) plus the connective "et" (and).  
I can consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and learn the phrase "qui s'appelle" (that is called).  
I can consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)