

## Emerald Class Curriculum Overview Term 1 – Cycle A

### Music - Film Music

I can appraise different musical features in a variety of film contexts  
 I can identify and understand some composing techniques in film music  
 I can use graphic scores to interpret different emotions in film music  
 I can create and notate musical ideas and relate them to film music  
 I can play a sequence of musical ideas to convey emotion  
 I can identify how different styles of music contribute to the feel of a film  
 I can participate in discussions, sharing views and justifying answers  
 I can use the terms 'major' and 'minor'  
 I can identify different instruments to describe how music evokes different emotions  
 I can identify pitch, tempo and dynamics, and use these to explain and justify answers  
 I can give reasonable and thought-out suggestions for what different graphic scores represent  
 I can use my body, voice and instruments to create sounds to represent a given theme  
 I can create a musical score to represent a composition Interpret my graphic score and perform my composition appropriately with a group  
 I can create sounds that relate to the scene of a film

### History - British history: Were the Vikings raiders, traders or settlers?

I can explain where the Vikings came from and why they invaded Britain.  
 I can sequence events according to their significance for groups of people.  
 I can find evidence and make inferences from sources.  
 I can name Viking trade routes.  
 I can explain why trade routes were important to the Vikings.  
 I can identify the differences between Viking sagas.  
 I can evaluate the impact of Viking achievements.

### Computing – Systems and Searching

I can explain that data is transferred over networks in packets  
 I can recognise that working together on the internet can be public or private  
 I can explain that the internet allows different media to be shared

### Online Safety – Health, Well-Being and Lifestyle

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.  
 I can describe some strategies, tips or advice to promote health and well-being with regards to technology.  
 I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.  
 I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.  
 I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.  
 I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.  
 I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

### Science – Earth and Space

I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system;  
 I can describe the movement of the Moon relative to the Earth;  
 I can describe the Sun, Earth and Moon as approximately spherical bodies;  
 I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### PSHE – Resilience

I know how resilient people behave  
 I know how to face challenges with resilience  
 I know that my behaviour is affected by my emotions.  
 I know the role of emotions in my life.  
 I know how to manage the Tornado Zone.  
 I know that Tornado Zone thoughts affect my actions  
 I know that other people's bad choices can trigger negative thoughts in me.  
 I know the options when facing someone in the tornado zone.  
 I know how thoughts can make me more resilient to failure.  
 I know how to see failure as an opportunity.  
 I know how to explain what happens to my thoughts when I make a mistake.  
 I know why I should take responsibility for my mistakes.

### Art - Drawing: I need space

I can understand and explain what retrofuturism is.  
 I can participate in discussions and offer ideas.  
 I can evaluate images using simple responses, sometimes using formal elements to extend ideas.  
 I can provide plausible suggestions for how a piece was created.  
 I can comfortably use different stimuli to draw from.  
 I can use past knowledge and experience to explore a range of drawing processes.  
 I can independently select tools and drawing techniques.  
 I can demonstrate growing independence, discussing ways to improve work.

### RE – Creation and Science: Conflicting or Complementary?

I can identify what type of text some Christians say Genesis 1 is, and its purpose  
 I can, taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations  
 I can make clear connections between Genesis 1 and Christian belief about God as Creator  
 I can show understanding of why many Christians find science and faith go together  
 I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.

### English – Earth and Space

#### Core text – Cosmic by Frank Cottrell-Boyce

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

Decimal Fractions  
 Money  
 Order of Operations and Algebra (ongoing)

### Core PE – Personal

#### Co-ordination (Ball Skills)

I can stand with my legs apart, hold a ball between them with both hands at the front, allow the ball to bounce and then catch it with hands behind my legs ('front to back catches') 20 times, alternating catches in front and behind.  
 I can do the same task 30 times, this time without letting the ball bounce in between.  
 I can complete the above tasks with head up throughout.  
 I can stand, throw a ball over my head, catch it behind and then throw it forwards over my head and catch it in front ('overhead throw and catch') 11 times.

#### Agility (Reaction/Response)

I can react to a call from a partner when they drop a ball, turn and catch it after 1 bounce.  
 I can do the above challenge, but react to the sound of the bounce rather than the call.

#### Cricket

I can choose and combine techniques in game situations.  
 I can work alone, or with team mates in order to gain points or possession.  
 I can strike a bowled or volleyed ball with accuracy.  
 I can field, defend and attack tactically by anticipating the direction of play.  
 I can choose the most appropriate tactics for a game.  
 I can uphold the spirit of fair play and respect in all competitive situations.  
 I can lead others when called upon and act as a good role model within a team.

### French – Je Me Présente (Presenting Myself)

I can ask bonjour, ça va? (hello, how are you?) give a reply ça va bien, ça va mal etc (I am well, I am not so well etc) and end my conversation with au revoir (goodbye).  
 I can say je m'appelle (I am called.. / my name is..) and ask someone else comment tu t'appelles? (what is your name?)  
 I can say numbers 10 to 20.  
 I can ask quel âge as-tu? (how old are you?) and reply with j'ai ... ans (I am ... years old)  
 I can consolidate numbers 10 to 20 with listening exercise.  
 I can say 'je suis' + nationality.  
 I can discuss and explain why nationality spellings change with gender.