

Sapphire Class Curriculum Overview Term 1 – Cycle B

Maths – Year 3 - Number - Place Value
 I can count from 0 in multiples of 4, 8, 50 & 100
 I can find 10 or 100 more or less than a given number
 I can recognise the place value of each digit in a three-digit number
 I can compare & order numbers up to 1000
 I can identify, represent & estimate numbers using different representations
 I can read & write numbers up to 1000 in numerals and in words
 I can solve number problems & practical problems involving these ideas

Maths – Year 4 - Number - Place Value
 I can count in multiples of 6, 7, 9, 25 & 1000
 I can find 1000 more or less than a given number
 I can count backwards through zero to include negative numbers
 I can recognise the place value of each digit in a four-digit number
 I can order & compare numbers beyond 1000
 I can identify, represent & estimate numbers using different representations
 I can round any number to the nearest 10, 100 or 1000
 I can solve number problems & practical problems that involve all of the above and with increasingly large positive numbers
 I can read Roman numerals to 100 (I to C) & know that, over time, the numeral system changed to include the concept of zero & place value

Maths – Year 3 - Number - Addition & Subtraction
 I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate
 I can estimate & use inverse operations to check answers
 I can solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use and why

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Computing - The Internet
 I can explain why I need to think carefully before I share or reshare content
 I can describe how to access websites on the WWW
 I can create media which can be found on websites
 I can explain why some information I find online may not be honest, accurate, or legal.

Online Safety - Health, Wellbeing and Lifestyle
 I can explain why spending too much time using technology can sometimes have a negative impact on anyone
 I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged
 I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable
 I can explain how using technology can be a distraction from other things, in both a positive and negative way.
 I can identify times or situations when someone may need to limit the amount of time they use technology

French - Animals
 I can use 10 animal nouns
 I can use animal articles un, une & les
 I can use 'je suis...' with animal nouns and articles
 I can spell animal nouns
 I can use the correct article

Science - Animals including humans
 I can identify that animals, including humans, need the right types and amount of nutrition
 I can identify that animals cannot make their own food
 I can identify that animals get nutrition from what they eat
 I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

P.S.H.E - Being Me in My World
 I know my attitudes & actions make a difference
 I can understand who is in my school community, the roles they play & how I fit
 I can understand how democracy works through the school council
 I can understand that my actions affect myself & others
 I care about other people's feelings & try to empathise
 I understand how groups come together to make decisions
 I can understand how democracy & having a voice benefits the school community
 I can search for information about myself online.
 I recognise I need to be careful before I share anything about myself or others online
 I know who to ask if I am unsure whether I should put something online.

Art & Design - Sculpture & 3D: Abstract shape
 I can try out different ways to make card shapes three dimensional, I can make a structure that holds its 3D shape.
 I can explain in simple terms the difference between 2D and 3D art.
 I can combine shapes to make an interesting free-standing sculpture.
 I can try out more than one way to create joins between shapes.
 I can identify familiar 2D shapes in photographs.
 I can identify shapes in the negative space between objects.
 I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
 I can plan an abstract sculpture based on play equipment.
 I can show that I have learned how to shape materials in more than one way
 I can choose appropriate methods for joining elements in my sculptures.
 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.

R.E - What is the Trinity and why is it important?
 I can recognise what a 'Gospel' is & give an example of the kinds of stories it contains
 I can offer suggestions about what texts about baptism and Trinity mean
 I can give examples of what these texts mean to some Christians today
 I can describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live
 I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.

English - What do you know about inventors, robots & machinery?
 Core Text - The Lost Thing - Shaun Tan
 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

Music - Let Your Spirit Fly - Rhythm & Blues
 I can identify the introduction, verse and chorus
 I can identify the instruments/voices
 I can find the pulse while listening
 I can identify funky rhythms, tempo changes & dynamics
 I can copy back, play, invent rhythmic & melodic patterns
 I can sing in unison
 I can play instrumental parts accurately & in time, as part of a performance
 I can improvise in the lessons & as part of a performance
 I can compose a simple melody using simple rhythms & use it as part of a performance
 I can contribute to the performance by singing, playing an instrumental part, improvising or by performing my composition
 I can record the performance and discuss my thoughts & feelings towards it afterwards.

Core P.E - Personal - Co-ordination (Footwork)
 I can combine 3-step zigzag patterns with cross-over when changing lead leg with...
 I can move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with...
 I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...
 ✓ smooth, controlled movements.
 ✓ fluency and rhythm.
 ✓ movements performed in both directions/on both sides
 Static Balance (1 Leg)
 I can stand still on uneven surface for 30 seconds with...
 I can stand still on uneven surface for 30 seconds with eyes closed with...
 I can complete 10 squats into ankle extensions with...
 I can complete 5 squats with eyes closed with...
 ✓ stability
 ✓ smooth, controlled movements
 ✓ consistent performance
 Real Gym Unit 1 - Travel (mapping pathways) & Rotation (rotation sequences)
 I can explore shapes and travel using different pathways and begin to link these to create a sequence.
 I can develop sequences using a variety of shapes, travel & pathways.
 I can consolidate & perform sequences using a variety of shapes, travel & pathways
 I can explore rotations (rolls and spins) and begin to link these to create a sequence
 I can develop sequences using a variety of rotations, levels, directions and speeds
 I can consolidate & perform sequences using a variety of rotations, levels, directions & speeds.

History - How did Benin compare to medieval Britain?
 I can locate the Benin Kingdom on a map of Africa
 I can recall key facts & terms about the Benin Kingdom
 I can examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom
 I can describe some of the beliefs and rituals of the people of the Benin Kingdom
 I can discuss the significance of the Benin bronzes
 I can develop an understanding of the oral tradition of African history
 I can recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom
 I can discuss the influence and eventual destruction of the Benin Kingdom