

## Maths

Column addition  
Column subtraction  
3, 6, 9 times tables

## Computing - Creating Media AUDIO PRODUCTION

I can edit sections of an audio recording  
I can suggest improvements to a digital recording

## Online Safety - Copyright & Ownership

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

## French - L'ancienne histoire de la Grande-Bretagne

I can name in French, the six key periods of Ancient Britain, introduced in chronological order.

I can say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was.  
I can remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).

## PSHEe

I know how tiredness impacts my actions.  
I know the importance of fruits and vegetables.  
I know why exercise is good for us. I know the dangers of screen time.

I know how to stay safe on the internet.  
I know how to reduce the risk of hazards at home.  
I know how tiredness impacts our thinking  
I know how to identify a balanced diet.  
I know why stretching is important  
I know the dangers of smoking  
I know why we should comply with age restrictions on the internet.  
I know how to respond to an emergency

## Music

Musical Instrument Learning with Create Music - Violin  
Vocal Learning for Easter Service

# Curriculum Overview Sapphire Class Term 4 – Cycle A

## Science - Living things and their Habitats

I can recognise that living things can be grouped in a variety of ways.

I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

I can recognise that environments can change and that this can sometimes pose dangers to living things.

## Art & Design - Drawing: Growing Artists

I know the difference between organic and geometric shapes.  
I can use simple shapes to form the basis of a detailed drawing.  
I can use shading to demonstrate a sense of light and dark in their work.

I can shade with a reasonable degree of accuracy and skill.  
I can blend tones smoothly and follow the four shading rules.  
I can collect a varied range of textures using frottage.  
I can use tools competently, being willing to experiment.

I can generate ideas mostly independently and make decisions to compose an interesting frottage image.  
I can make considered cuts and tears to create their ideas.  
I can understand how to apply tone, with some guidance about where to use it.

I can draw a framed selection of an image onto a large scale with some guidance.  
I can try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

## RE - How do festivals and family life show what matters to Jewish people?

I can identify some Jewish beliefs about God, sin & forgiveness & describe what they mean  
I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people  
I can offer informed suggestions about the meaning of the Exodus story for Jews today

I can make simple links between Jewish beliefs about God and his people and how Jews live  
I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities  
I can raise questions & suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future

I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including my own life, and giving good reasons for my ideas.

English - What was life like in Roman times?  
Core text - Escape From Pompeii by Christina Balit  
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

## Core PE - Creative - Coordination (sending and receiving)

I can alternately throw and catch 2 tennis balls against a wall with...  
I can throw 2 tennis balls against a wall & catch them with opposite hand with...  
I can throw 2 tennis balls against a wall in a circuit, in both directions with...

- ✓ accuracy and weight of throws
- ✓ fluency/rhythm throughout
- ✓ a good position when receiving

Counter Balance (with a partner)  
I can stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with...

I can stand on 1 leg while holding on to partner's opposite foot with...

- ✓ balance maintained throughout
- ✓ smooth, controlled movements
- ✓ coordinated movements with partner

Real Dance - Dance Skills - Artistry, Partnering, Circles & Shapes  
I can explore different standing and floor shapes.

I can develop interesting and inventive ways of moving between standing and floor shapes.

I can put shapes into a repeatable sequence.

I can explore and develop circles.

I can create ways of moving between shapes by moving arms and legs in large circles and at a variety of angles.

I can create different ways of using circles to make turns and jumps

I can explore and develop standing and floor shapes with a partner.

I can find interesting and inventive ways of moving between the standing and floor shapes with a partner.

I can use partner shapes and moving between shapes with a partner to create a sequence of movement that can be remembered and repeated.

I can further consolidate partner skills, including shapes and circles, to move between shapes.

I can develop and define circle moves – circles to become smaller and more detailed.

I can explore and develop silk moves.

I can link silk moves with shapes and circles.

I can create a repeatable sequence including all skills learned so far.

I can consolidate the wide range of skills explored in the previous lessons.

I can explore different ways of working with a partner to ensure better understanding of the choreography making process and performance.

I can work with a partner to create a final dance sequence ready for performance.

## History - Why did the Romans settle in Britain?

I can explain the meaning of empire and invasion.

I can understand the chronology of the Roman invasion of Britain.

I can identify the consequences of the Roman invasion.

I can create an interpretation of Boudicca using sources.

I can explain why the Romans needed a powerful army.

I can identify a soldier's equipment.

I can explain how the Roman army was organised & perform simple manoeuvres & drills.

I can make observations about an artefact.

I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.