Emerald Class
Curriculum Overview
Term 2 – Cycle A

Music - Composition Notation

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 performanceand composition.
I can use hieroglyphic notation to show the structure of my piece.

History - 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.

RE – What does it mean to be a Muslim in Britain today?

I can Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)
I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
I can give evidence and examples to show how Muslims put their beliefs into practice in different ways
I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ East Sussex today
I can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

French - Meet My French Family

I can recognise words that are similar to English.
I can notice patterns in word order.
I can identify key information within a longer text.
I can adapt a sentence to change the meaning.
I can use a negative expression.
I can apply some understanding of French pronunciation.
I can present ideas and information orally.

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

Design & Technology - Electrical Systems: Wobble Bots

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 Wobble Bot, as part of a team.
I can suggest ways to switch the configuration to amend the form or function of the Wobble Bot.
I can explain, in an investigation report, each of the changes I made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).
I can develop design criteria with consideration for the target user, the purpose of my Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).
I can explain simply why my Doodler has a certain configuration based on the findings of an investigation (e.g. I used four pens because the Doodler would fall over with two).
I can create a functional Doodler that creates scribbles on paper with or without a switch.
I can identify and list each of the required materials, tools and circuit components required to build a Doodler.
I can explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).
I can write instructions to build a functional circuit, explaining how to identify if it is functional or not.
I can provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.

Maths Content

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

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

Core PE

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

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.

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.