

### Music – Musical Theatre

I can explain what musical theatre is and be able to recall at least three features of this kind of music.

I can categorise songs as action songs or character songs.

I can select appropriate existing music for a scene to tell the story of a journey.

I can perform in time with my group, ensuring smooth transitions between spoken dialogue, singing and dancing.

### Geography - Would you like to live in the desert?

I can identify the lines of latitude where hot desert biomes are located.

I can describe the characteristics of a hot desert biome.

I can locate the largest deserts in each continent.

I can describe ways the Mojave Desert is used.

I can name and describe the physical features found in a desert.

I can identify how humans use the desert.

I can explain how human activity may contribute to the changing climate and landscape of a desert.

I can recognise that the Mojave Desert has a different time zone to the UK.

I can describe some of the threats to deserts.

I can give the benefits and drawbacks of living in a desert environment.

I can identify characteristics of two contrasting biomes and compare land use.

I can discuss if a desert environment is hospitable and why.

### Computing – Video Production

I can plan a video project using a storyboard

I can select a suitable device and software to capture my video

### Online Safety – Managing Online Information

I can explain how search engines work and how results are selected and ranked.

I can explain how to use search technologies effectively.

I can describe how some online information can be opinion and can offer examples.

I can explain how and why some people may present 'opinions' as 'facts';

why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

I understand the concept of persuasive design and how it can be used to influence people's choices.

## Emerald Class Curriculum Overview Term 3 – Cycle A

### Science – Living things and their Habitats

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

I can give reasons for classifying plants and animals based on specific characteristics.

### PSHE – Well-being

I know the importance of being open about our challenges

I know the importance of being self-curious

I know the dangers of comparing myself to others

I know how to manage the catastrophising gremlin

I know the values to look for in a friend

I know how values can boost my well-being

I know how to use gratitude to change your viewpoint

I know how to recognise my needs and wants to boost my gratitude

I know how to ask for help when facing life's challenges

I know how to recognise helpful thoughts to tackle challenges

I know a range of healthy habits

I know that some habits are helpful for well-being

### Design & Technology - Mechanical Systems: Making a Pop-up Book

I can produce a suitable plan for each page of my book.

I can produce the structure of the book.

I can assemble the components necessary for all my structures/mechanisms.

I can hide the mechanical elements with more layers using spacers where needed.

I can use a range of mechanisms and structures to illustrate my story and make it interactive for the users.

I can use appropriate materials and captions to illustrate the story.

### RE – Why is the Torah so Important to Jewish People?

I can identify and explain Jewish beliefs about God

I can give examples of some texts that say what God is like and explain how Jewish people interpret them

I can make clear connections between Jewish beliefs about the Torah and how they use and treat it

I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)

I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today

I can consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

English – Would you like to live in the desert?  
Core text – Secrets of a Sun King by Emma Carroll  
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

Multiplication and Division  
Fractions

Solving Problems with Two Unknowns (ongoing)

### Core PE – Cognitive

Real Gym: Acrobatic and Climbing Sequences

I can explore different types of partner balances and begin to link these to create a sequence.

I can develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations

I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.

I can explore ways to perform flight using large apparatus and begin to link these to develop a group sequence.

I can develop sequences by incorporating a variety of ways to use apparatus, e.g. round, through, along, over, and a variety of timing.

I can consolidate and perform sequences and then link them together to create a whole class performance.

### French – Quel Temps Fait-Il? (What is the Weather)

I can use nine key weather phrases

I can write and spell correctly nine key weather phrases

I can read and/or listen to vocabulary on the days of the week and weather descriptions.

I can use key weather phrases with a particular focus on map work

I can learn about some of the main French cities

I can use compass points (dans le nord / dans le sud etc.) and incorporate this with the weather vocabulary learnt

I can create an authentic weather forecast in French