

Maths

Adding and Subtracting across 10
Numbers to 1,000

English - What was life like in the Stone Age?
Core text - The Stone Age Boy by Satoshi Kitamura

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

Computing - Computing systems and networks

I can suggest differences between using digital devices and non-digital tools
I can explain the role of a switch, server, and wireless access point in a network
I can suggest differences between using digital devices and non-digital tools

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 – Greetings with puppets

I can look carefully at a speaker and respond confidently with the appropriate gesture and phrase.
I can begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form.
I can link actions or pictures to the new vocabulary, both in spoken and written form.
I can imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.

Sapphire Class
Curriculum Overview
Term 1 – Cycle A

Science - Light

I can recognise that they need light in order to see things and that dark is the absence of light
I can notice that light is reflected from surfaces.
I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes
I can recognise that shadows are formed when the light from a light source is blocked by an opaque object
I can find patterns in the way that the size of shadows change.

PSHE – Resilience

I will know what makes a resilient action
I will know how emotions affect my actions
I will know what to do in the tornado zone
I will know how to get out of the Pit of Failure
I will know how to identify the two responses to a mistake

Design & Technology - Digital World: Wearable technology

I can give a brief explanation of the digital revolution and/or remember key examples
I can suggest a feature from the virtual Micro:bit that is suitable for the product
I can write a program that initiates a flashing LED panel, or another pattern, on the virtual Micro:bit when a button is pressed
I can identify errors, if testing is unsuccessful, by comparing my code to a correct example.
I can explain the basic functionality of my finished program.
I can suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.
I can create annotated diagrams to help illustrate how my product is worn.
I can describe what is meant by ‘point of sale display’ with an example.
I can follow basic design requirements using computer-aided design, drawing at least one shape with a text box & bright colours, following a demonstration.
I can evaluate my design using a focus group.

RE - What is it like for someone to follow God?

I can make clear links between the story of Noah and the idea of covenant
I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony
I can make links between the story of Noah and how we live in school and the wider world.

Music

Musical Instrument Learning with Create Music - Violin

Core PE

Personal - Co-ordination

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

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

Travel & Rotation

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 and perform sequences using a variety of rotations, levels, directions and speeds.

History - Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

I can understand that prehistory was a long time ago.
I can accurately place AD and BC on a timeline.
I can identify conclusions that are certainties & possibilities based on archaeological evidence.
I can explain the limitations of archaeological evidence.
I can use artefacts to make deductions about the Amesbury Archer’s life.
I can identify gaps in my knowledge of the Bronze Age.
I can explain how bronze was better than stone and how it transformed farming.
I can explain how trade increased during the Iron Age and why coins were needed.
I can identify changes & continuities between the Neolithic & Iron Age periods.
I can explain which period I would prefer to have lived in, providing evidence for my choice.