

Music – Dynamics, Pitch and Texture
(Theme: Coast – Fingal’s Cave by Mendelssohn)

I can engage in discussion about the sounds of an orchestral piece.
I can have a selection of varied vocabulary in response to what I hear.
I can change dynamics and pitch, differentiating between the two.
I can take the role of conductor or follow a conductor.
I can change texture within their group improvisation and talk about its effect.
I can create a graphic score to represent sounds.
I can follow the conductor to show changes in pitch, dynamics and texture.

Geography - What is life like in the Alps?

I can locate the Alps on a world map and identify and label the eight countries they spread through.
I can locate three physical and three human characteristics in the Alps.
I can research and describe the physical and human features of Innsbruck.
I can use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
I can compare the human and physical geography of their local area and Innsbruck.
I can describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’

Computing – Introduction to Vector Graphics

I can change the order of layers in a vector drawing
I can identify the main drawing tools

Online Safety – Online Reputation and Online Bullying

I can search for information about an individual online and summarise the information found.
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying.
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
I can explain how to block abusive users.

Emerald Class
Curriculum Overview
Term 3 – Cycle B

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 - Structures: Playgrounds

I can create five apparatus designs, applying the design criteria to my work.
I can make suitable changes to my work after peer evaluation.
I can make roughly three different structures from my plans using the materials available.
I can complete my structures, improving the quality of my rough versions and applying some cladding to a few areas.
I can secure my apparatus to a base.
I can make a range of landscape features using a variety of materials which will enhance my apparatus.

RE – Why do Hindus Want to be Good?

I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
I can give evidence and examples to show how Hindus put their beliefs into practice in different ways
I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.

Maths Content

Multiplication and Division
Area, Perimeter, Position and Direction
Fractions and Percentages
Solving Problems with Two Unknowns (ongoing)

English – What is life like in the Alps?
Core text – Survivors by David Long

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 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 – French music celebrations

I can select the correct article du or de la for different instruments.
I can ask and respond to questions to say which instrument they play, using a whole phrase.
I can recall the names of some French-speaking countries, saying these with accurate pronunciation.
I can use opinion verbs, conjunctions and adjectives to create simple phrases about the types of music they like and dislike.
I can write a simple summary in English of the key points about la Fête de la musique.
I can adapt a model written paragraph and replace some of the nouns, verbs and adjectives with my own choices to write about a musician.

Science – Properties and changes of materials

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets;
I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;
I can demonstrate that dissolving, mixing and changes of state are reversible changes;
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.