

## Music – Composition to represent the Festival of Colour (Theme: Holi Festival)

- I can suggest a colour to match a piece of music.
- I can create a graphic score and describe how this matches the general structure of a piece of music.
- I can create a vocal composition in response to a picture and justify their choices using musical terms.
- I can create a vocal composition in response to a colour.
- I can record their compositions in written form.
- I can work as part of a group to perform a piece of music.

## History - What did the Greeks ever do for us?

- I can describe the features of ancient Greece.
- I can identify the key periods in the ancient Greek civilisation.
- I can make inferences about Greek gods.
- I can research a Greek god.
- I can compare Athens and Sparta.
- I can understand the different types of democracy.
- I can explain how Athenian democracy worked.
- I can explain what philosophy is.
- I can identify the achievements of the ancient Greek philosophers.
- I can identify the ancient Greeks' legacies and their impact.

## Computing – 3D Modelling

- I can create digital 3D objects of an appropriate size
- I can identify the 3D shapes needed to create a model of a real-world object

## Online Safety – Privacy and Security

- I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
- I can explain what to do if a password is shared, lost or stolen.
- I can describe how and why people should keep their software and apps up to date, e.g. auto updates.
- I can describe simple ways to increase privacy on apps and services that provide privacy settings.
- I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).

## RE – What Difference Does the Resurrection Make to Christians?

- I can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- I can explain what Christians mean when they say that Jesus' death was a sacrifice
- I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- I can show how Christians put their beliefs into practice in different ways
- I can weigh up the value and impact of ideas of sacrifice in my own life and the world today
- I can articulate my own responses to the idea of sacrifice, recognising different points of view.

# Emerald Class Curriculum Overview Term 4 - Cycle B

## Science – Light

- I can recognise that light appears to travel in straight lines;
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye;
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes;
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## PSHE – Health Education

- I know the dangers of not getting enough sleep
  - I know the importance of sleep habits
- I know the dangers of an unbalanced diet
  - I know the importance of a healthy diet
- I know the impact of exercise on our well-being
  - I know the benefits of an active lifestyle
- I know the health risks of alcohol
  - I know the dangers of drug misuse
- I know how the internet and social media can be both positive and negative
  - I know how to manage the dangers of social media
  - I know how to manage risk in different situations
- I know basic techniques for dealing with common injuries

## Art - Craft and Design: Photo Opportunity

- I can explain how a new image can be created using a combination of other images.
- I can understand what photomontage is and recognise how artists use photography.
- I can select relevant images and cut them with confidence and a level of control.
- I can demonstrate a competent knowledge of effective composition, discussing my ideas.
- I can use recording devices and available software with confidence.
- I can demonstrate a confident understanding of Edward Weston's style through my artistic choices.
- I can discuss the features of a design, e.g. explaining what is effective about a composition.
- I can select a suitable range of props, considering the design brief and my initial ideas.
- I can use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- I can use editing software to change my image, reflecting an artist's style.
- I can choose a suitable painting and suggest appropriate ways to recreate it photographically with props.

## Maths Content

- Fractions and Percentages
- Statistics
- Ration and Proportion
- Mean average (ongoing)

## English – What did the Greeks ever do for us? Core text – Percy Jackson and the Lightning Thief by Rick Riordan

- 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 – Creative Agility (Ball Chasing)

- ✓ I can stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce with...
- ✓ I can stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with...
  - ability to turn over either shoulder and catch the ball
  - timing to get in the right position
  - balance/control when collecting the ball.
- When facing partner, I can turn with a reverse pivot, bend knees and push off.
- When facing away from partner, I can use peripheral vision to spot the ball and react quickly.
- I can move my feet quickly to get into the collecting position.

## Coordination

- ✓ With a partner, I can simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with...
- ✓ With a partner, I can keep 3 tennis balls going in a throwing circuit for 30 seconds with...
  - movement and timing to get in a good position.
  - accuracy and weight of throws.
  - fluency/rhythm throughout.
- I can adopt a 'ready position' and communicate with partner to know when they are ready.
- I can focus on accuracy and speed of passes/throws.
- I can keep this going in a circuit for 30 seconds.

## Cricket

- I can choose and combine techniques in game situations.
- I can work alone, or with team mates in order to gain points or possession.
- I can strike a bowled or volleyed ball with accuracy.
- I can field, defend and attack tactically by anticipating the direction of play.
- I can choose the most appropriate tactics for a game.
- I can uphold the spirit of fair play and respect in all competitive situations.
- I can lead others when called upon and act as a good role model within a team.

## French – Verbs in a French week

- I can attempt to read new verbs aloud with confidence and mostly accurate pronunciation.
- I can create an opinion phrase using one of the new verbs.
- I can work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.
- I can work together to build a verb spinner and use it to generate appropriate phrases.
- I can recognise and recall different parts of verbs avoir and être.
- I can create an original short text, correctly adapting a range of verbs to their appropriate form.