

Maths

Numbers to 1,000 (Number - Number and Place Value)

I can count from 0 in multiples of 4, 8, 50 and 100

I can find 10 or 100 more or less than a given number

I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

I can compare and order numbers up to 1000

I can identify, represent and estimate numbers using different representations

I can read and write numbers up to 1000 in numerals and in words

I can solve number problems and practical problems involving these ideas (Number - Addition and Subtraction)

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Measurement)

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Computing - Computing systems and networks THE INTERNET

I can explain why I need to think carefully before I share or reshare content

I can describe how to access websites on the WWW

I can create media which can be found on websites

I can explain why some information I find online may not be honest, accurate, or legal.

Online Safety - Managing Online Information

I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what autocomplete is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

French - Les instruments

I can name and recognise up to 10 instruments in French.

I can attempt to spell some of these nouns with their correct definite article / determiner in French.

I can learn how to say "I play an instrument" in French.

Design & Technology - Structures: Constructing a castle

I can draw and label a simple castle that includes the most common features

I can recognise that a castle is made up of multiple 3D shapes

I can design a castle with key features which satisfy a given purpose

I can score or cut along lines on the net of a 2D shape

I can use glue to securely assemble geometric shapes

I can utilise skills to build a complex structure from simple geometric shapes

I can evaluate my work by answering simple questions

Sapphire Class Curriculum Overview Term 2 – Cycle A

Science - Sound

I can identify how sounds are made, associating some of them with something vibrating

I can recognise that vibrations from sounds travel through a medium to the ear

I can find patterns between the pitch of a sound and features of the object that produced it

I can find patterns between the volume of a sound and the strength of the vibrations that produced it

I can recognise that sounds get fainter as the distance from the sound source increases

PSHEe

I know the importance of family

I know the danger signs with online relationships

I know the different types of bullying behaviour

I know how to use collaboration to complete a group task.

I know how to recognise stereotypes.

I know the causes of violence.

Geography - Who Lives in Antarctica?

I can describe what lines of latitude and longitude are, giving an example.

I can understand that the Northern & Southern Hemispheres experience seasons at different times.

I can define what climate zones are.

I can understand Antarctica has a polar climate made up of ice sheets, snow & mountains.

I can describe Antarctica's location in the far south of the globe.

I can state that tourism & research are the two main reasons people visit Antarctica.

I can describe equipment researchers might use & clothes they wear.

I can list some of the research carried out in Antarctica.

I can state the outcome of Shackleton's expedition.

I can successfully plot four-figure grid references at the point where the vertical and horizontal line meet.

I can describe a similarity & difference between life in the UK & life in Antarctica.

I can confidently use the zoom function on a digital map.

I can begin to recall the eight points of a compass, following at least four of them.

I can recognise & describe features on my school grounds from an aerial map.

I can draw a map of the route I take on an expedition.

I can state one thing that went well on the expedition & one aspect that did not go as hoped.

RE - What is it like for someone to follow God? [People of 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.

English - Who really discovered Antarctica?

Core text - Shackleton's Journey by William Grill

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

Music - Musical Instrument Learning with Create Music - Violin

Vocal Learning for Carol Service

Core PE – Social - Dynamic Balance to Agility (jumping & landing)

I can jump 2 feet to 2 feet forwards, backwards and side-to-side with...

I can hop forward and backwards, freezing on landing with...

I can jump 1 foot to other forwards and backwards, freezing on landing with...

I can hop sideways, raising knee and freezing on landing with...

I can jump 1 foot to other sideways, raising knee and freeze on landing with...

✓ good take off and height

✓ balance and control on landing

✓ soft and controlled landings.

Static Balance (seated)

I can reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with...

I can reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with...

I can hold a V-shape with straight arms and legs for 10 seconds with...

✓ feet and hands off the floor throughout.

✓ minimum wobble.

✓ balance held without strain.

Real Dance - Dance Skills - Artistry, Partnering, Circles & Shapes

I can explore different standing and floor shapes.

I can develop interesting & inventive ways of moving between standing & floor shapes.

I can put shapes into a repeatable sequence.

I can explore and develop circles.

I can create ways of moving between shapes by moving arms and legs in large circles and at a variety of angles.

I can create different ways of using circles to make turns and jumps

I can explore and develop standing and floor shapes with a partner.

I can find interesting and inventive ways of moving between the standing and floor shapes with a partner.

I can use partner shapes and moving between shapes with a partner to create a sequence of movement that can be remembered and repeated.

I can further consolidate partner skills, including shapes and circles, to move between shapes.

I can develop & define circle moves – circles to become smaller & more detailed.

I can explore and develop silk moves.

I can link silk moves with shapes and circles.

I can create a repeatable sequence including all skills learned so far.

I can consolidate the wide range of skills explored in the previous lessons.

I can explore different ways of working with a partner to ensure better understanding of the choreography making process and performance.

I can work with a partner to create a final dance sequence ready for performance.