

Sapphire Class Curriculum Overview Term 1 – Cycle B

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...
 - ✓ 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 & perform sequences using a variety of rotations, levels, directions & speeds.

Science - Animals including Humans

- I can identify that animals, including humans, need the right types and amount of nutrition
- I can identify that animals cannot make their own food
- I can identify that animals get nutrition from what they eat
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

PSHE – Resilience

- I will know the importance of resilience
- I will know that emotions can be helpful and unhelpful
- I will know my triggers
- I will know how to manage angry actions
- I will know how the fear of failure can lead to bad outcomes
- I will know how to respond positively to a mistake

English - What do you know about inventors, robots & machinery? Core Text - The Lost Thing - Shaun Tan

- 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 - Developing Singing Technique (Theme: Vikings)

- I can move and sing as a team, following the lyrics on the screen.
- I can recognise minims, crotchets and quavers often by ear and reliably by sight.
- I can perform rhythms accurately from notation and layer them to create a composition.
- I can add appropriate sound effects to my performances using untuned percussion.
- I can join in with the performances confidently, and reasonably in time and tune.
- I can make suggestions for improving my performance.

Computing - Data and Information

- I can create two groups of objects separated by one attribute
- I can compare two branching database structures
- I can explain what a pictogram tells me

Art & Design - Sculpture & 3D: Abstract shape

- I can try out different ways to make card shapes three dimensional,
- I can make a structure that holds its 3D shape.
- I can explain in simple terms the difference between 2D and 3D art.
- I can combine shapes to make an interesting free-standing sculpture.
- I can try out more than one way to create joins between shapes.
- I can identify familiar 2D shapes in photographs.
- I can identify shapes in the negative space between objects.
- I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- I can plan an abstract sculpture based on play equipment.
- I can show that I have learned how to shape materials in more than one way
- I can choose appropriate methods for joining elements in my sculptures.
- I can show that I have thought about how to improve my sculptures & made choices about what to add.
- I can work cooperatively in a pair to add detail to my artwork.

Maths

- Addition and Subtraction across 10
- Numbers to 1,000 (Number
- Additive Relationships and securing Mental Calculation

Geography - Why do people live near volcanoes?

- I can name all four layers of the Earth in the correct order, stating one fact about each layer.
- I can explain one or more ways a mountain can be formed.
- I can give a correct example of a mountain range and its continent.
- I can describe a tectonic plate and know that mountains occur along plate boundaries.
- I can correctly label the features of shield and composite volcanoes and explain how they form.
- I can name three ways in which volcanoes can be classified.
- I can describe how volcanoes form at tectonic plate boundaries.
- I can explain a mix of negative and positive consequences of living near a volcano.
- I can state whether they would or would not want to live near a volcano.
- I can state that an earthquake is caused when two plate boundaries move and shake the ground.
- I can explain that earthquakes happen along plate boundaries.
- I can list some negative effects that an earthquake can have on a community.
- I can observe, digitally record and map different rocks using a symbol on a map.
- I can identify rock types and their origins based on collected data.

RE - What is the Trinity and why is it important?

- I can recognise what a 'Gospel' is & give an example of the kinds of stories it contains
- I can offer suggestions about what texts about baptism and Trinity mean
- I can give examples of what these texts mean to some Christians today
- I can describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way, they live
- I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.

French – This is me

- I can recognise and respond to different greetings
- I can recognise and sound out phonemes and begin to notice key phonemes in French words
- I can say hello and form phrases to introduce myself
- I can begin to recognise how some sounds are represented in written form
- I can ask someone how they are feeling and say how I am feeling
- I can relate written captions to images