

Maths

Non-unit fractions Fractions greater than 1 Right Angles

Sapphire Class Curriculum Overview Term 5 – Cycle B

Computing - Programming

I can program movement
I can match a piece of code to an outcome

Science - Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
I can recognise that soils are made from rocks and organic matter.

PSHE – Caring Friendships

I will know how to apply relationship boundaries.
I will know that people respond to events in different ways.
I will know what to do when someone makes the wrong decision.
I will know how to play games honestly.
I will know how peer pressure influences my thoughts.
I will know that there are two types of conflict.

Core PE - Physical

Agility

I can react & step across body, bring hand across body & catch tennis ball after one bounce with...

- ✓ quick reaction and good acceleration
- ✓ quick, controlled movement
- ✓ balance and control after catch

Static Balance

I can transfer tennis ball on and off back in a front support with...
I can transfer cone on and off tummy in back support with...
I can transfer tennis ball on and off tummy in back support with...

- ✓ good posture straight back
- ✓ balance held without strain
- ✓ control while transferring objects

Online Safety - Self-image and identity

I can explain what is meant by the term 'identity'.
I can explain how people can represent themselves in different ways online.
I can explain ways in which someone might change their identity depending on what they are doing online and why.
I can explain how my online identity can be different to my offline identity.
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

English - Can you catch a thief?

Core Text - The Highland Falcon Thief by M.G Leonard & Sam Sedgman

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

Athletics - Running, Jumping & Throwing

Running

I can demonstrate a good running posture
I can adjust running pace smoothly
I can accelerate and decelerate rapidly
I can run fast over short distances, showing awareness of others
I can sprint rapidly over short distances
I can change direction quickly
I can sprint short distances as part of a team
I can respond rapidly to a stimulus
I can sprint over short distances
I can make rapid decisions to run in a particular direction
I can make maintain a good running technique when sprinting over obstacles

Music – Traditional Instruments and Improvisation (Theme: India)

I can verbalise feelings about music and identify likes and dislikes.
I can read musical notation and play the correct notes of the rag.
I can improvise along to a drone and tal.
I can play a rag and a tal accurately alongside a drone.
I can sing accurately from musical notation and lyrics.
I can sing and play in time with others with some degree of accuracy and awareness of each other's parts.

Art & Design - Craft & Design: Fabric of Nature

I can describe objects, images and sounds with relevant subject vocabulary
I can create drawings that replicate a selected image
I can select imagery & colours to create a mood board with a defined theme & colour palette
I can complete four drawings, created with confident use of materials & tools to add colour
I can understand the work of William Morris, using subject vocabulary to describe his work & style
I can create a pattern using my drawing, taking inspiration from mood boards & initial research to develop it
I can identify & explain where a pattern repeats
I can follow instructions to create a repeating pattern, adding extra detail.
I can understand different methods of creating printed fabric in creative industries
I can use sketchbooks to evaluate patterns
I can produce ideas to illustrate products using my designs

Jumping

I can hop and jump with balance and control
I can hop, step and jump with speed and balance
I can perform hop and jump combinations with control
I can demonstrate a variety of jumping styles
I can jump for distance from two feet to two feet

Throwing

I can perform an arm conditioning exercise correctly
I can throw and retrieve implements safely
I can describe how the weight and shape of an object affects its flight path
I can describe the effect of throwing from sitting, kneeling or standing

Fabulous French Food

I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary.
I can use the indefinite articles un and une correctly.
I can speak in sentences, using familiar vocabulary, phrases and basic language structures.
I can present ideas and information orally to a range of audience.
I can read carefully and show understanding of words, phrases and simple writing.
I can show understanding of spoken language by joining in and responding.
I can apply language detective strategies to decode the meaning of new words.
I can adapt a written model using support materials including a Knowledge organiser.

RE - For Christians, what was the impact of Pentecost?

I can make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean
I can give examples of what Pentecost means to some Christians now
I can make simple links between the description of Pentecost in Acts 2 the Holy Spirit, the kingdom of God, and how Christians live now
I can describe how Christians show their beliefs about the Holy Spirit in worship
I can make links between ideas about the kingdom of God in the Bible & what people believe about following God today, giving good reasons for my ideas.

History - How did the achievements of the Ancient Maya impact their society and beyond?

I can sequence the key periods of the Ancient Maya civilisation.
I can identify periods that were happening in Britain at the same time.
I can explain how the Ancient Maya settled in the rainforest and the challenges they faced.
I can describe Ancient Maya beliefs.
I can name the features of the Ancient Maya cities.
I can make deductions about the Ancient Maya cities.
I can evaluate the reasons for the decline of the Maya civilisation.
I can understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.