

Music – South and West Africa

- I can sing using the correct pronunciation and with increasing confidence.
- I can play a chord with two notes, remaining in time.
- I can maintain my part in a performance with accuracy.
- I can play the more complicated rhythms in time and with rests.
- I can create an eight-beat break and play this in the correct place.

Emerald Class Curriculum Overview Term 5 – Cycle B

Science – Animals including humans

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- I can describe the ways in which nutrients and water are transported within animals, including humans.

PSHE – Friendship

- I know how to be a thoughtful friend
- I know how to manage an unhealthy relationship
- I know how to build my skills of empathy
- I know how to recognise the actions of an empathetic person
- I know how to report someone
- I know how to report a serious incident
- I know how to deliver the truth with empathy
- I know how to deal with people who are not always honest
- I know why peer pressure can be harmful
- I understand how to manage peer pressure
- I know how to start a difficult conversation
- I know the importance of conflict

Design & Technology - Digital World: Navigating the World

- I can incorporate key information from a client's design request such as 'multifunctional' and 'compact' in my design brief
- I can write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen
- I can identify errors (bugs) in the code and suggest ways to fix (debug) them
- I can self and peer evaluate a product concept against a list of design criteria with basic statements
- I can identify key industries that use 3D CAD modelling and why
- I can recall and describe the name and use of key tools used in Tinkercad (CAD) software

Maths Content

- Mean Average
- Draw, compose and decompose shapes (including circles)
- Revision

English – Unheard histories Core text – Freedom: 1783 by Catherine Johnson

- 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 - Physical Tag Rugby

- I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)
- I can work alone, or with team mates in order to gain points or possession
- 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

RE – For Christians, What Kind of King is Jesus?

- I can explain connections between biblical texts and the concept of the kingdom of God
- I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- I can show how Christians put their beliefs into practice in different ways
- I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- I can articulate my own responses to the idea of the importance of love and service in the world today

French - Visiting a town in France

- I can name places in a town
- I can follow simple directions accurately
- I can describe the relationship between places using a preposition
- I can role-play buying tickets in French
- I can construct negative sentences correctly
- I can use a writing frame to give a reasoned opinion for visiting a place
- I can identify the grammatical elements of a text
- I can understand the gist of a text
- I can use a text to write my own description of a place

History - Unheard histories: Who should feature on the £10.00 banknote?

- I can name the features of a banknote
- I can make inferences about a person using a banknote
- I can explain the significance of historical figures
- I can make inferences from sources
- I can apply criteria to decide if a person is historically significant and explain why
- I can explain the significance of William Tuke
- I can research important aspects of a person's life
- I can explain what makes a person significant

Computing – Programming

- I can explore variables when designing and coding a game.
- I can make use of an event in a program to set a variable.
- I can create algorithms for my project.
- I can modify a program to achieve a different outcome.
- I can use a variable in an if... then... else... statement to select the flow of a program.

Online Safety – Self-Image and Identity

- I can explain how identity online can be copied, modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.
- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- I can explain the importance of asking until I get the help needed.