

Sapphire Class Curriculum Overview Term 2 – Cycle B

Maths - Number - Addition & Subtraction (Year 3)
 I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate
 I can estimate & use inverse operations to check answers
 I can solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use and why

Maths - Number - Addition & Subtraction (Year 4)
 I can add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate
 I can estimate & use inverse operations to check answers
 I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use & why

Maths - Number - Multiplication & Division (Year 3)
 I can recall & use multiplication & division facts for the 3, 4 & 8 multiplication tables

Maths - Number - Multiplication & Division (Year 4)
 I can recall multiplication & division facts for multiplication tables up to 12x12

History - How have children's lives changed?
 I can make observations and deductions from sources.
 I can suggest how children's lives have changed.
 I can explain why children needed to work.
 I can identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
 I can identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
 I can use sources to identify leisure activities and compare them over time.
 I can identify diseases from the past & discuss how effective the treatments were.

Computing - Desktop Publishing
 I can compare work made on desktop publishing to work created by hand
 I can identify the uses of desktop publishing in the real world
 I can explain the difference between text and images.

Online Safety - Privacy & Security
 I can describe simple strategies for creating & keeping passwords private.
 I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
 I can describe how connected devices can collect and share anyone's information with others.

French - Les super-héros
 I can recognise, recall, and remember the six colours presented in this unit in French.
 I can recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'.
 I can present and describe myself as a superhero.

Science - Animals including Humans
 I can describe the simple functions of the basic parts of the digestive system in humans.
 I can identify the different types of teeth in humans and their simple functions.
 I can construct and interpret a variety of food chains, identifying producers, predators and prey.

P.S.H.E.e - Celebrating Difference
 I can understand that, sometimes, we make assumptions based on what people look like
 I can understand what influences me to make assumptions based on how people look
 I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
 I can tell you why witnesses join in with bullying and sometimes they don't tell
 I can identify what is special about me & value the way in which I am unique
 I can tell you a time when my first impression of someone changed as I got to know them.
 I can describe strategies for safe & fun experiences in a range of online social environments.
 I can give examples of how to be respectful to others online.
 I can identify some online technologies where bullying might take place.
 I can describe ways people can be bullied through a range of media
 I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Design & Technology - Mechanical Systems: Making a slingshot car
 I can work independently to produce an accurate, functioning car chassis.
 I can design a shape that is suitable for the project.
 I can attempt to reduce air resistance through the design of the shape.
 I can produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.
 I can construct car bodies effectively.
 I can conduct a trial accurately and draw conclusions and improvements from the results.

R.E - What do Hindus believe that God is like? [Brahman/Atman]
 I can identify some Hindu deities & say how they help Hindus describe God
 I can make clear links between some stories & what Hindus believe about God
 I can offer informed suggestions about what Hindu murtis express about God
 I can make simple links between beliefs about God and how Hindus live
 I can identify some different ways in which Hindus worship
 I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
 I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

English - What does it mean to be rich?
 Core text - The Paperbag Prince by Colin Thompson
 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 - Glockenspiel Stage 1
 I can learn to play and read the notes C, D, E + F on the glockenspiel
 I can learn to play set tunes on the glockenspiel
 I can improvise with Dee Cee's Blues using the notes C + D.
 I can compose using the notes C, D, E + F.
 I can contribute to the performance by singing, playing an instrumental part, improvising or by performing my composition
 I can record the performance and discuss my thoughts & feelings towards it afterwards.

Core P.E - 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...
 ✓ my 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.