Sapphire Class
Curriculum Overview
Term 2 – Cycle A

Maths

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

Music

Musical Instrument Learning with Create Music - Violin
Vocal Learning for Carol Service

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 – adjectives of size, colour & shape

I can listen carefully to instructions to build correct sequences of three to four colour blocks.
I can show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.
I can recognise cognates, finding shapes that they are asked for.
I can use please and thank you.
I can describe some of the shapes in my work using language of colour, size or shape.
I can correctly select a decoration described to me by its colour.
I can use software to produce artwork in the style of Matisse.

Drawing: Developing drawing skills

I can use my observation skills to describe specific shapes, textures or patterns in objects.
I can shade with a reasonable degree of accuracy and skill following the four shading rules.
I can use mark marking to show texture and details.
I can use simple shapes to sketch the basis of my drawing before using lines and marks to add detail and texture of light and dark (tone)I can apply line, shape and tone with digital tools.
I can save and present digital artwork.
I can use materials to create a design inspired by The Sun.

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

PSHE

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 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 and 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.

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

Core PE

<u>Social - Dynamic Balance to Agility</u>
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.

<u>Static Balance</u>
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

<u>Dance Skills - Artistry, Partnering, Circles & Shapes</u>
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.