

Emerald Class  
Curriculum Overview  
Cycle B - Term 4

Science – Light

I can recognise that light appears to travel in straight lines;  
I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye;  
I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes;  
I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

PSHE – Healthy Me

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood.  
I am motivated to give my body the best combination of food for my physical and emotional health.  
I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.  
I am motivated to find ways to be happy and cope with life's situations without using drugs.  
I can evaluate when alcohol is being used responsibly, anti-socially or being misused.  
I can tell you how I feel about using alcohol when I am older and my reasons for this.  
I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.  
I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.

Art - Craft and Design: Photo Opportunity

I can explain how a new image can be created using a combination of other images.  
I can understand what photomontage is and recognise how artists use photography.  
I can select relevant images and cut them with confidence and a level of control.  
I can demonstrate a competent knowledge of effective composition, discussing my ideas.  
I can use recording devices and available software with confidence.  
I can demonstrate a confident understanding of Edward Weston's style through my artistic choices.

RE – What do Christians Believe Jesus Did to 'Save' People?

I can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it  
I can explain what Christians mean when they say that Jesus' death was a sacrifice  
I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper  
I can show how Christians put their beliefs into practice in different ways  
I can weigh up the value and impact of ideas of sacrifice in my own life and the world today  
I can articulate my own responses to the idea of sacrifice, recognising different points of view.

English – What did the Greeks ever do for us?

Core text – Percy Jackson and the Lightning Thief by Rick Riordan

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

Music – You've Got A Friend

I can sing or play from memory with confidence.  
I can perform solos or as part of an ensemble.  
I can sing or play expressively and in tune.  
I can perform with controlled breathing (voice) and skilful playing (instrument).

Core PE - Creative  
Static Balance (Seated)

*In a seated position without hands or feet touching the floor:*

I can reach and pick up cones from in front, to the side and from behind.  
I can reach and pick up cones from in front, to the side and from behind with eyes closed.  
I can reach and pick up cones from in front, to the side and from behind while a partner applies a force.  
I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.

Static Balance (Floorwork)

I can hold a front support position with only 1 foot in contact with the floor and transfer a cone on and off my back.  
I can rotate fluently from a front support to a back support, and then continue rotating with fluency.

Real Gym: Acrobatic and Climbing Sequences

I can explore different types of partner balances and begin to link these to create a sequence.  
I can develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations  
I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.  
I can explore ways to perform flight using large apparatus and begin to link these to develop a group sequence.  
I can develop sequences by incorporating a variety of ways to use apparatus, e.g. round, through, along, over, and a variety of timing.  
I can consolidate and perform sequences and then link them together to create a whole class performance.

French – En classe

I can identify and say 11 items of classroom stationery grouped by gender (masculine, feminine or plural)  
I can say 'j'ai...' and 'je n'ai pas de...' to say what I have and do not have in my pencil case  
I can understand and respond to a full range of classroom commands and instructions

Maths – Perimeter, Area and Volume (Year 5)

I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)  
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  
I can estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

Maths – Perimeter, Area and Volume (Year 6)

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate  
I can recognise when it is possible to use formulae for area and volume of shapes  
I can calculate the area of parallelograms and triangles  
I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

Maths – Statistics (Year 5)

I can solve comparison, sum and difference problems using information presented in a line graph  
I can complete, read and interpret information in tables, including timetables.

Maths – Statistics (Year 6)

I can describe positions on the full coordinate grid (all four quadrants)  
I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.  
I can interpret and construct pie charts and line graphs and use these to solve problems  
I can calculate and interpret the mean as an average.

History - What did the Greeks ever do for us?

I can describe the features of ancient Greece.  
I can identify the key periods in the ancient Greek civilisation.  
I can make inferences about Greek gods.  
I can research a Greek god.  
I can compare Athens and Sparta.  
I can understand the different types of democracy.  
I can explain how Athenian democracy worked.  
I can explain what philosophy is.  
I can identify the achievements of the ancient Greek philosophers.  
I can identify the ancient Greeks' legacies and their impact.

Computing – Flat File Databases

I can choose which field to sort data by to answer a given question  
I can refine a chart by selecting a particular filter

Online Safety – Privacy and Security

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).  
I can explain what to do if a password is shared, lost or stolen.  
I can describe how and why people should keep their software and apps up to date, e.g. ?~@ auto updates.  
I can describe simple ways to increase privacy on apps and services that provide privacy settings.  
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).