# Sapphire Class
## Curriculum Overview
### Term 1 – Cycle B

## Core PE
### Personal - Co-ordination
I can combine 3-step zigzag patterns with cross-over when changing lead leg with…
I can move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with…
I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with…
- ✓ smooth, controlled movements.
- ✓ fluency and rhythm.
- ✓ movements performed in both directions/on both sides

### Static Balance
I can stand still on uneven surface for 30 seconds with…
I can stand still on uneven surface for 30 seconds with eyes closed with…
I can complete 10 squats into ankle extensions with…
I can complete 5 squats with eyes closed with…
- ✓ stability
- ✓ smooth, controlled movements
- ✓ consistent performance

### Real Gym
### Travel & Rotation
I can explore shapes and travel using different pathways and begin to link these to create a sequence.
I can develop sequences using a variety of shapes, travel & pathways.
I can consolidate & perform sequences using a variety of shapes, travel & pathways
I can explore rotations (rolls and spins) and begin to link these to create a sequence
I can develop sequences using a variety of rotations, levels, directions and speeds
I can consolidate & perform sequences using a variety of rotations, levels, directions & speeds.

## Computing - Data and Information
I can create two groups of objects separated by one attribute
I can compare two branching database structures
I can explain what a pictogram tells me

## Online Safety - Health, Wellbeing and Lifestyle
I can explain why spending too much time using technology can sometimes have a negative impact on anyone
I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged
I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable
I can explain how using technology can be a distraction from other things, in both a positive and negative way.
I can identify times or situations when someone may need to limit the amount of time they use technology

## French – La Phonétique
I can remember essential French sound patterns / phonemes
I can remember and repeat the French word associated to each sound
I can recall the sounds / phonemes and associated words
I can improve my French pronunciation and read with improved accuracy

## Science - Animals including Humans
I can identify that animals, including humans, need the right types and amount of nutrition
I can identify that animals cannot make their own food
I can identify that animals get nutrition from what they eat
I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

## PSHE – Resilience
I will know the importance of resilience
I will know that emotions can be helpful and unhelpful
I will know my triggers
I will know how to manage angry actions
I will know how the fear of failure can lead to bad outcomes
I will know how to respond positively to a mistake

## Art & Design - Sculpture & 3D: Abstract shape
I can try out different ways to make card shapes three dimensional,
I can make a structure that holds its 3D shape.
I can explain in simple terms the difference between 2D and 3D art.
I can combine shapes to make an interesting free-standing sculpture.
I can try out more than one way to create joins between shapes.
I can identify familiar 2D shapes in photographs.
I can identify shapes in the negative space between objects.
I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
I can plan an abstract sculpture based on play equipment.
I can show that I have learned how to shape materials in more than one way
I can choose appropriate methods for joining elements in my sculptures.
I can show that I have thought about how to improve my sculptures & made choices about what to add.
I can work cooperatively in a pair to add detail to my artwork.

## 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 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.

## English - What do you know about inventors, robots & machinery?
### Core Text - The Lost Thing - Shaun Tan
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 - Developing Singing Technique
### (Theme: Vikings)
I can move and sing as a team, following the lyrics on the screen.
I can recognise minims, crotchets and quavers often by ear and reliably by sight.
I can perform rhythms accurately from notation and layer them to create a composition.
I can add appropriate sound effects to my performances using untuned percussion.
I can join in with the performances confidently and reasonably, in time and tune.
I can make suggestions for improving my performance.

## Geography - Why do people live near volcanoes?
I can name all four layers of the Earth in the correct order, stating one fact about each layer.
I can explain one or more ways a mountain can be formed.
I can give a correct example of a mountain range and its continent.
I can describe a tectonic plate and know that mountains occur along plate boundaries.
I can correctly label the features of shield and composite volcanoes and explain how they form.
I can name three ways in which volcanoes can be classified.
I can describe how volcanoes form at tectonic plate boundaries.
I can explain a mix of negative and positive consequences of living near a volcano.
I can state whether they would or would not want to live near a volcano.
I can state that an earthquake is caused when two plate boundaries move and shake the ground.
I can explain that earthquakes happen along plate boundaries.
I can list some negative effects that an earthquake can have on a community.
I can observe, digitally record and map different rocks using a symbol on a map.
I can identify rock types and their origins based on collected data.

## Maths
Addition and Subtraction across 10
Numbers to 1,000