

Music - Film Music

I can appraise different musical features in a variety of film contexts
I can identify and understand some composing techniques in film music
I can use graphic scores to interpret different emotions in film music
I can create and notate musical ideas and relate them to film music
I can play a sequence of musical ideas to convey emotion
I can identify how different styles of music contribute to the feel of a film
I can participate in discussions, sharing views and justifying answers
I can use the terms 'major' and 'minor'
I can identify different instruments to describe how music evokes different emotions
I can identify pitch, tempo and dynamics, and use these to explain and justify answers
I can give reasonable and thought-out suggestions for what different graphic scores represent
I can use my body, voice and instruments to create sounds to represent a given theme
I can create a musical score to represent a composition Interpret my graphic score and perform my composition appropriately with a group
I can create sounds that relate to the scene of a film

History - Were the Vikings raiders, traders or settlers?

I can explain where the Vikings came from and why they invaded Britain.
I can sequence events according to their significance for groups of people.
I can find evidence and make inferences from sources.
I can name Viking trade routes.
I can explain why trade routes were important to the Vikings.
I can identify the differences between Viking sagas.
I can evaluate the impact of Viking achievements.

Online Safety – Health, Well-Being and Lifestyle

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
I can describe some strategies, tips or advice to promote health and well-being with regards to technology.
I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

Emerald Class

Cycle A Term 1

Science – Earth and Space

I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system;
I can describe the movement of the Moon relative to the Earth;
I can describe the Sun, Earth and Moon as approximately spherical bodies;
I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

PSHE – Resilience

I know how resilient people behave
I know how to face challenges with resilience
I know that my behaviour is affected by my emotions.
I know the role of emotions in my life.
I know how to manage the Tornado Zone.
I know that Tornado Zone thoughts affect my actions
I know that other people's bad choices can trigger negative thoughts in me.
I know the options when facing someone in the tornado zone.
I know how thoughts can make me more resilient to failure.
I know how to see failure as an opportunity.
I know how to explain what happens to my thoughts when I make a mistake.
I know why I should take responsibility for my mistakes.

Art - Drawing: I need space

I can understand and explain what retrofuturism is.
I can participate in discussions and offer ideas.
I can evaluate images using simple responses, sometimes using formal elements to extend ideas.
I can provide plausible suggestions for how a piece was created.
I can comfortably use different stimuli to draw from.
I can use past knowledge and experience to explore a range of drawing processes.
I can independently select tools and drawing techniques.
I can demonstrate growing independence, discussing ways to improve work.

RE – Creation and Science: Conflicting or Complementary?

I can identify what type of text some Christians say Genesis 1 is, and its purpose
I can, taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
I can make clear connections between Genesis 1 and Christian belief about God as Creator
I can show understanding of why many Christians find science and faith go together
I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.

English – Earth and Space Core text – Cosmic by Frank Cottrell-Boyce

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

Maths Content

Decimal Fractions
Money
Order of Operations and Algebra

Core PE – Personal

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.

Computing – Systems and Searching

I can explain that data is transferred over networks in packets
I can recognise that working together on the internet can be public or private
I can explain that the internet allows different media to be shared

French - Portraits - describing in French

I can identify rhyming words and the same phonemes in different words.
I can listen for specific words and phrases.
I can apply language detective strategies such as use of cognates to work out meaning.
I can understand how the gender and number of a noun modifies adjectives.
I can explain where to place different types of adjectives in relation to the noun.
I can use familiar language to speak in sentences.
I can attempt to build accurate written sentences using a model.