

Sapphire Class Curriculum Overview Term 4 – Cycle B

PSHE – Health Education

I will know how tiredness impacts our thinking.
I will know how to identify a balanced diet.
I will know why stretching is important.
I will know the dangers of smoking.
I will know why we should comply with age restrictions on the internet.
I will know how to respond to an emergency

Computing - Creating Media Photo Editing

I can change the composition of an image by selecting parts of it
I can identify how an image has been retouched
I can combine parts of images to create new images

History - What did the ancient Egyptians believe?

I can identify where and when ancient civilisations first appeared.
I can identify Ancient Egypt's location and geographical features.
I can explain why the River Nile was important to ancient Egyptians.
I can explain the significance of the Rosetta Stone.
I can explain the importance of gods and goddesses to people in Ancient Egypt.
I can analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.
I can decide what was important to people in Ancient Egypt.

Online Safety - Privacy & Security

I can describe strategies for keeping personal information private, depending on context.
I can explain that internet use is never fully private and is monitored.
I can describe how some online services may seek consent to store information about me.
I know how to respond appropriately and who I can ask if I am not sure.
I know what the digital age of consent is and the impact this has on online services asking for consent.

French – Colourful Creatures

I can notice cognates and near-cognates.
I can use a dictionary to research the meaning of relevant vocabulary.
I can recognise and sort nouns by gender, and explain the effect this may have on an adjective.
I can recognise rules of agreement.
I can select the correct form of an adjective to ensure it agrees with the noun it describes.
I can use appropriate words and phrases to adapt model sentences.
I can identify similarities and differences between word order in French and English.

Science - Forces and Magnets

I can compare & group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
I can describe magnets as having 2 poles
I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Music – Changes in Pitch, Tempo and Dynamics (Theme: Rivers)

I can sing in tune and in harmony with others, with developing breath control.
I can explain how a piece of music makes them feel with some use of musical terminology.
I can perform a vocal ostinato in time.
I can listen to other members of my group as I perform.

Art & Design - Craft & Design: Ancient Egypt Scrolls

I can recognise and discuss the importance of Ancient Egyptian art.
I can consider the suitability of a surface for drawing.
I can record colours, patterns & shapes through observational drawing.
I can choose and use tools and materials confidently.
I can begin to experiment with drawing techniques.
I can create a selection of sketches that show idea exploration.
I can produce a final design with a clear purpose.
I can follow instructions with minimal support.
I can discuss and evaluate the process and outcome of their work.
I can produce a complete painted or drawn piece from a design idea.
I can use colours and materials appropriately, showing an understanding of effective composition.
I have a clear idea of the subject of their zine, including a range of images and information.

RE - Why do Christians call the day Jesus died 'Good Friday'?

I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people.
I can offer informed suggestions about what the events of Holy Week mean to Christians.
I can give examples of what Christians say about the importance of the events of Holy Week.
I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.
I can describe how Christians show their beliefs about Jesus in worship in different ways.
I can raise thoughtful questions & suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

English - Can you solve the Egyptian mystery? Core Text - The 5,000 Year Old Puzzle by Claudia Logan

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.

Maths

Unit Fractions
Non-unit Fractions

Core PE

Creative - Coordination

I can alternately throw and catch 2 tennis balls against a wall with...
I can throw 2 tennis balls against a wall & catch them with opposite hand with...
I can throw 2 tennis balls against a wall in a circuit, in both directions with...
✓ accuracy and weight of throws
✓ fluency/rhythm throughout
✓ a good position when receiving

Counter Balance

I can stand on 1 leg holding with 1 hand, lean back, hold balance & then move back together with...
I can stand on 1 leg while holding on to partner's opposite foot with...
✓ balance maintained throughout
✓ smooth, controlled movements
✓ coordinated movements with partner

Real Dance

Dance Skills - Artistry, Partnering, Circles & Shapes

I can explore different standing and floor shapes.
I can develop interesting and inventive ways of moving between standing and 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 and define circle moves – circles to become smaller and 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.