

Sapphire Class Curriculum Overview Term 4 – Cycle B

Maths - Number - Fractions (Year 3)
I can count up and down in tenths
I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
I can recognise, find and write fractions of a discrete set of objects:
I can recognise, find & write unit fractions & non-unit fractions with small denominators
I can recognise & use fractions as numbers: unit fractions & non-unit fractions with small denominators
I can recognise & show, using diagrams, equivalent fractions with small denominators

Maths - Number – Fractions (Year 4)
I can recognise & show, using diagrams, families of common equivalent fractions
I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can solve problems involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number
I can add and subtract fractions with the same denominator

Maths - Measurement - Mass & Capacity (Year 3)
I can measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)
I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels
I can compare & order lengths, mass, volume/capacity & record the results using >, < and =

Maths - Number - Decimals - Block A (Year 4)
I can recognise & write decimal equivalents of any number of tenths or hundredths
I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
I can find the effect of dividing a one- or two-digit number by 10 & 100, identifying the value of the digits in the answer as ones, tenths & hundredths

Computing - Data Logging
I can suggest questions that can be answered using a given data set
I can use a data logger to collect data

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 - Les formes
I can name, recognise and remember up to 10 shapes in French.
I can attempt to spell some of these shapes in French.
I can attempt to remember which shapes are un or une.
I can revise and/or learn numbers 1-5 in French

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

PSHE - Healthy Me
I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most
I can recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles I take on in different situations
I can understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
I can understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
I can recognise when people are putting me under pressure and can explain ways to resist this when I want to
I know myself well enough to have a clear picture of what I believe is right and wrong

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'? [Salvation]
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

Music - The Dragon Song - Pop
I can identify the themes of the music - kindness, respect, friendship, acceptance & happiness.
I can identify the instruments/voices - keyboard, drums, bass, a female singer
I can explain how the words of the song tell a story
I can copy back, play, invent rhythmic and melodic patterns
I can play instrumental parts accurately & in time
I can improvise in the lessons and as part of the performance
I can compose a simple melody using simple rhythms & use as part of a performance
I can contribute to a performance by singing, playing an instrumental part, improvising or by performing my composition
I can record the performance & discuss my thoughts & feelings towards it afterwards.

Core PE - Creative - Coordination (sending and receiving)
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 (with a partner)
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 & inventive ways of moving between standing & 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.

History - What did the ancient Egyptians believe?
I can identify the ancient civilisations and key periods in ancient Egypt.
I can describe the physical features of Egypt.
I can explain the Egyptian creation story.
I can identify the characteristics of important gods or goddesses.
I can explain why the pyramids were built.
I can identify the stages and challenges of building a pyramid.
I can explain the links between ancient Egyptian beliefs & mummification.
I can name sources that can be used to find out about ancient Egyptian beliefs.
I can explain some Egyptian beliefs about the afterlife.