Emerald Class Curriculum Overview
Cycle B - Term 3

Maths – Fractions, Decimals and Percent (Year 5)
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
I can read and write decimal numbers as fractions [for example, 0.71 = 71/100]
I can round decimals with two decimal places to the nearest whole number and to one decimal place
I can solve problems involving number up to three decimal places
I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

Maths – Fractions, Decimals and Percent (Year 6)
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

Maths – Units of Measure (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)

Maths - Units of Measure (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

Geography - What is life like in the Alps?
I can locate the Alps on a world map and identify and label the eight countries they spread through.
I can locate three physical and three human characteristics in the Alps.
I can research and describe the physical and human features of Innsbruck.
I can use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
I can compare the human and physical geography of their local area and Innsbruck.
I can describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

Computing – 3D Modelling
I can create digital 3D objects of an appropriate size
I can identify the 3D shapes needed to create a model of a real-world object

Online Safety – Online Reputation and Online Bullying
I can search for information about an individual online and summarise the information found.
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

Science – Properties and changes of materials
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets;
I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

PSHE – Dreams and Goals
I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
I understand why it is important to stretch the boundaries of my current learning.
I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
I can set success criteria so that I will know whether I have reached my goal.
I can identify problems in the world that concern me and talk to other people about them.
I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.
I can work with other people to help make the world a better place.
I can empathise with people who are suffering or who are living in difficult situations.

Design & Technology - Structures: Playgrounds
I can create five apparatus designs, applying the design criteria to my work.
I can make suitable changes to my work after peer evaluation.
I can make roughly three different structures from my plans using the materials available.
I can complete my structures, improving the quality of my rough versions and applying some cladding to a few areas.
I can secure my apparatus to a base.
I can make a range of landscape features using a variety of materials which will enhance my apparatus.

RE – Why do Hindus Want to be Good?
I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
I can give evidence and examples to show how Hindus put their beliefs into practice in different ways
I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.

English – What is life like in the Alps?
Core text – Survivors by David Long
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 – A New Year Carol – traditional, musical genres, singing, scoring
I can perform solos or as part of an ensemble.
I can sing or play expressively and in tune.
I can hold a part within a round.
I can sing a harmony part confidently and accurately.
I can sustain a drone or a melodic ostinato to accompany singing.
I can perform with controlled breathing (voice) and skilful playing (instrument).
I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
I can read and create notes on the musical stave.
I can develop an understanding of the history of music.

Core PE - Cognitive
Static Balance (Stance)
On a line and then a low beam, maintaining balance:
I can throw and catch 2 small balls alternately, using both hands, both close to and away from my body.
I can strike a small ball back to a partner with a racket.
I can strike a small ball back to a partner from across my body with a racket.
Co-ordination (Footwork)
With fluency and control, starting slowly and then at maximum speed:
I can move in a 3-step zigzag pattern while alternating knee raise and foot behind.
I can move backwards in a 3-step zigzag pattern with cross-over (swerve).
I can move backwards in a 3-step zigzag pattern with knee raise across my body.

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 – At the Café
I can use vocabulary for a range of drinks with article
I can use vocabulary for a range of foods with article
I can order something to eat and drink in a French café
I can ask 'What do you eat for breakfast?' in a class survey
I know typical snacks & drinks that can be ordered in a French café