

Ruby Class
Curriculum Overview
Term 1 – Cycle A

Maths Year 1 – Key Concepts:

- Previous Reception experiences and counting within 100

Maths Year 2 – Key Concepts:

- Numbers 10 to 100
- Calculations within 20

Computing – Technology Around Us

I can locate examples of technology in the classroom
I can explain technology as something that helps us
I can identify rules to keep us safe and healthy when we are using technology in and beyond the home
I can identify that a computer is a part of information technology
I can open a file
I can move and resize images
I can explain how information technology helps people
I can recognise that information technology can be connected

Music – Keeping the Pulse (My Favourite Things)

I can clap the rhythm of my name in time to the pulse
I can sway or tap in time to the pulse
I can sing a rhythm in time with the pulse
I can copy rhythms based on word patterns using an instrument
I can keep the pulse while playing a rhythm on an instrument
I can follow instructions during a performance

Design & technology – Structures: Stable structures

I can explain that structures are things that are built and have a purpose
I can understand that structures with a wider base are more stable than ones with a narrow base
I can explain that extra weight added to the base of a structure makes it more stable
I can design a product for a particular user
I can use a sketch to show ideas
I can choose the best method for joining the parts of the product
I can make evenly spaced cuts
I can use scissors to cut out a shape neatly and accurately
I can explain what I like and dislike about my final product

Geography – What is it like here?

I can locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live
I can make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom
I can recognise four features in the school grounds using a map
I can explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey
I can draw a design to improve three areas of the playground using the results from the survey

Science – Everyday Materials

I can distinguish between an object and the material from which it is made
I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
I can describe the simple physical properties of a variety of everyday materials

I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasons

I can observe changes across the 4 seasons
I can observe and describe weather associated with the seasons and how day length varies

Online Safety - Health, wellbeing and lifestyle (Year 1)

I can explain rules to keep myself safe when using technology both in and beyond the home.

Online Safety - Health, wellbeing and lifestyle (Year 2)

I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
I can say how those rules / guides can help anyone accessing online technologies.

RE – Who do Christians say made the world?

I can retell the story of creation from Genesis 1:1–2:3 simply
I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible
I can say what the story tells Christians about God, Creation and the world
I can give at least one example of what Christians do to say ‘thank you’ to God for Creation
I can think, talk and ask questions about living in an amazing world
I can give a reason for the ideas I have and the connections I make between the Christian/ Jewish Creation story and the world I live in

English – Can I be your friend?

Core Text – Wolf girl – Jo Fisher

I can share and enjoy fiction and non-fiction books
I can write for a range of different purposes including non-fiction and poetry
I can use the phonics I have been taught in my reading and writing
I can use finger spaces, full stops and capital letters
I can check that my writing makes sense
I can improve my writing

PSHE – Building resilience

I can identify what to do when I find something tricky
I can identify different emotions
I can identify that anger can lead to bad decisions
I can recognise that other people can do surprising things when they are angry
I can recognise that failing helps you learn
I can recognise why I should be honest when I make a mistake

I know what resilience looks like
I know when I feel different emotions
I know that angry actions can hurt others
I know what to do when someone is angry
I know how to help myself when I fail
I know how to recognise a mistake

Core PE

Personal - Co-ordination & Static Balance

I can hopscotch forwards and backwards, alternating hopping leg each time with...
I can move in a 3-step zigzag pattern forwards with...
I can move in a 3-step zigzag pattern backwards with...
balance and control throughout
fluent and smooth movements
movements performed in both directions/on both sides

Real Gym

Travel & Shape

I can perform tricky shape skills on the floor
I can explore tricky shape skills combined with one of the following...
- Hand Apparatus
- Low Apparatus
- Partner/s
- Large Apparatus
I can perform tricky travel skills on the floor
I can explore tricky travel skills combined with one of the following...
- Hand Apparatus
- Low Apparatus
- Partner/s
- Large Apparatus