

Ruby Class
Curriculum Overview
Term 5 - Cycle B

Maths – NUMBER – Multiplication & Division (Year 1)

I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Maths - NUMBER – Fractions (Year 1)

I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Maths – NUMBER - Fractions (Year 2)

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
I can write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Maths - MEASUREMENT – Time (Year 2)

I can compare and sequence intervals of time
I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
I can know the number of minutes in an hour and the number of hours in a day

Online Safety – Self-image and identity

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset
If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help
I can explain how other people may look and act differently online and offline
I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help

PSHE – Relationships

I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
I can identify some of the things that cause conflict with my friends
I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
I recognise and appreciate people who can help me in my family, my school and my community

Design & Technology – Mechanisms: Making a moving monster

I can identify the correct terms for levers, linkages and pivots
I can analyse popular toys with the correct terminology
I can create functional linkages that produce the desired input and output motions
I can design monsters suitable for children, which satisfy most of the design criteria
I can evaluate my two designs against the design criteria, using this information and the feedback of my peers to choose my best design
I can select and assemble materials to create my planned monster features
I can assemble the monster to my linkages without affecting the functionality

Science – Animals including humans

I can notice that animals, including humans, have offspring which grow into adults
I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Seasons

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

Geography – What is it like to live in Shanghai?

I can give examples of human and physical features
I can identify features I see on a walk
I can explain the location of features using some directional language
I can use an aerial photograph to locate physical and human features
I can draw simple pictures or symbols on a sketch map
I can draw compass points
I can name the continent I live in
I can use an atlas to locate the UK and China on a world map
I can use an atlas to locate Europe and Asia on a world map
I can identify China's physical and human geography
I can sort physical and human features using photographs
I can identify physical and human features in images of Shanghai
I can compare Shanghai to my locality
I can identify similarities and differences between human and physical features

RE – How should we care for others and the world and why does it matter?

I can identify a story or text that says something about each person being unique and valuable
I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
I can give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
I can give examples of how Christians and Jews can show care for the natural earth
I can say why Christians and Jews might look after the natural world
I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world

English – What are your dreams and goals?
Core Text – The Bear and the Piano – David Litchfield

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

Music – Your Imagination

I can find the pulse to Your Imagination
I know that the pulse is the heartbeat to the music
I can recognise and name two or more instruments
I can be a pop star finding the pulse
I can use my imagination to find the pulse
I can copy back the rhythms I hear
I can clap the rhythm of my name over the track
I can clap the rhythm of my favourite animal and colour
I can sing in unison and in two parts
I can play the glockenspiel accurately and in time
I can play C
I can reflect on the performance and express how I feel

Computing – Introduction to animation

I can use commands to move a sprite
I can plan algorithms for different parts of a task
I can predict the outcome of a sequence of commands
I can build sequences of blocks to match my design

Core P.E - Physical - Co-ordination (Sending & receiving) & Agility (Reaction/response)

I can strike a ball with alternate hands in a rally with...
I can kick a ball with the same foot with...
I can kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with... accuracy and weight when sending
a good position when receiving
fluency/rhythm throughout

Athletics – Running, Throwing and Jumping

Running:

I can travel with control using varying stride lengths
I can control movement in response to specific instructions
I can walk and run with good posture and balance
I can copy movement of a leader with coordination and control
I can start, stop and change pace with control in response to instructions
I can run on a curve with coordination and control
I can run and change direction, demonstrating speed and agility
I can cooperate and compete with a partner
I can move quickly to a base in response to voice instructions
I can show awareness of space and the safety of others

Jumping

I can demonstrate various jumps in response to instructions
I can jump for height with control and balance
I can describe how the use of arms can affect jumping for height
I can take off from different positions
I can demonstrate control and landing
I can increase ability to jump far

Throwing

I can demonstrate mobility and coordination