

Ruby Class Curriculum Overview Term 3 – Cycle A

Design & Technology – Textiles: Puppets
 I can join fabrics together using pins, staples or glue
 I can design a puppet and use a template
 I can join my two puppets' faces together as one
 I can decorate a puppet to match my design

Computing – IT All Around Us
 I can identify that a computer is a part of information technology
 I can explain the purpose of information technology in the home
 I can explain that pictures can be made in lots of different ways
 I can compare types of information technology
 I can find examples of information technology
 I can recognise that information technology can be connected

Online Safety – Managing Online Information
 I can use simple keywords in search engines
 I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)
 I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri)
 I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'

Pitch
 (Theme: Superheroes)
 I can identify high and low notes
 Perform high and low notes
 I can create and perform a two-note and three-note pattern
 I can identify and perform changes in tempo
 I can contribute musical ideas and cooperate within a group
 I can prepare and perform a musical piece
 I can demonstrate a musical understanding of tempo and pitch
 I can participate in discussions about pitch and tempo
 I can offer feedback to groups on their performance
 I can follow instructions during a performance

Geography – What is the weather like in the UK?
 I can name and locate the four countries on a map of the UK
 I can identify the country they live in
 I can identify the four seasons
 I can describe some seasonal changes
 I can identify the four compass directions
 I can use the compass directions to describe the location of features
 I can observe and describe daily weather patterns.
 I can begin to locate the four capital cities of the UK.
 I can explain what the weather is like during each season in the UK
 I can suggest appropriate clothing and activities for each season

Science – Animals Including humans
 I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
 I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
 I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
Seasons
 I can observe changes across the 4 seasons
 I can observe and describe weather associated with the seasons and how day length varies

PSHE
Respectful Relationships (Year 1)
 I know that every family should be respected
 I know that online strangers can be harmful
 I know why bullying behaviour is wrong
 I know the importance of being a good team member
 I know that stereotyping is wrong
 I know the consequences of using violence

Mental Wellbeing (Year 2)
 I know the different ways to express myself
 I know how to spot a thought gremlin
 I know what a value is
 I know what I am thankful for in my life.

RE – Who is Muslim and how do they live?
 I can recognise the words of the Shahadah and that it is very important for Muslims
 I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
 I can give examples of how stories about the Prophet show what Muslims believe about Muhammad
 I can give examples of how Muslims use the Shahadah to show what matters to them
 I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
 I can give examples of how Muslims put their beliefs about prayer into action
 I can think, talk about and ask questions about Muslim beliefs
 And ways of living
 I can talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas
 I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too

English – What's your plea for the sea?
 Core Text – Somebody Swallowed Stanley – Sarah Roberts
 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

Maths Year 1 – Key Concepts:

- Recognise, compose, decompose and manipulate 2D and 3D shapes
 - Numbers 0 to 10
 - Additive structures

Maths Year 2 – Key Concepts:

- Introduction to multiplication
- Introduction to division structures

Core PE - Cognitive - Dynamic Balance (On a Line) & Stance
 I can march, lifting knees and elbows up to a 90° angle with...
 I can walk fluidly with heel to toe landing with...
 I can walk fluidly, lifting knees and using heel to toe landing with...
 - smooth, controlled movements and minimum wobble
 - balance maintained on the line
 - opposite arm and leg moving forwards smoothly

I can receive a small force from various angles with...
 I can raise alternate feet 5 times with...
 I can raise alternate knees 5 times with...
 I can catch ball at chest height and throw it back with...
 - both feet facing forwards
 - balance maintained throughout
 - minimum wobble (control)

Real Gym – Flight & Rotation
Flight:
 Perform (Consolidated) Tricky Flight skills (1/2/3) on the floor
 Explore Tricky Flight skills (1/2/3) combined with one of the following: -
 Hand Apparatus
 - Low Apparatus
 - Partner/s
 - Large Apparatus

Rotation:
 Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3)
 Explore Tricky Rotation skills (1/2/3) combined with one of the following:
 - Hand Apparatus
 - Low Apparatus
 - Partner/s
 - Large Apparatus