

Ruby Class Curriculum Overview Term 3 – Cycle B

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

Geography – Would you prefer to live in a hot or cold place?

I can name and locate the seven continents on a world map.

I can locate the North and the South Poles on a world map.

I can locate the Equator on a world map.

I can describe some similarities and differences between the UK and Kenya.

I can investigate the weather, writing about it using key vocabulary and I can explain whether I live in a hot or cold place.

I can recognise the features of hot and cold places.

I can locate some countries with hot or cold climates on a world map.

Online Safety – Online reputation & online bullying

I can describe how to behave online in ways that do not upset others and can give examples.

Computing – Digital Writing

I can change the font

I can write a message on a computer and on paper

I can compare using a computer with using a pencil and paper.

Design & technology – Mechanisms: Fairground wheel

I can describe how axles help wheels move a vehicle and design and label a working fairground wheel.

I can evaluate different designs.

I can describe the properties of different materials and select appropriate materials for the wheel.

I can build a stable structure, test elements of the design and adapt the design as necessary.

I can make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary.

I can recall that a survey is used to find out what people like, tally results and use the results to inform the design.

I can add pods for the correct number of people and ensure that the pods stay upright when rotating around a fixed point.

I can explain the decisions for the pod design.

Science – Living Things and their habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.

I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including microhabitats.

I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Music – African Call and Response (Theme: Animals)

I can use dynamics when creating sound.

I can play in time with a group.

I can experiment with different sounds on the same instrument.

I can clap the animal sound patterns mostly accurately.

I can clap the sound patterns in time with the pulse of the backing track.

I can demonstrate both a call and response.

I can copy a sound pattern using an instrument.

I can play either a call and/or response role in time with another pupil.

I can perform a composition.

RE – What is the good news that Christians say Jesus brings?

I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.

I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

I can recognise that Jesus gives instructions to people about how to behave.

I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.

I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

English – How are snowflakes made? Core Text – The Snowflake – Benji Davies

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 – Mental Wellbeing

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.

I know that life has highs and challenges.

I know positive habits.

Respectful Relationships

I know that you can do more as a team.

I know the importance of being a good team member.

I know that everyone should be treated the same.

I know that stereotyping is wrong.

I know the dangers of violence.

I know the consequences of using violence.

Core PE

Cognitive – Dynamic balance & Static Balance

I can march, lifting knees and elbows up to a 90-degree angle with...

I can walk fluently with heel to toe landing with...

I can walk fluently, 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 a ball at chest height and throw it back with...

Both feet facing forwards

Balance maintained throughout

Minimum wobble (control)

Real Gym

Flight & Rotation

I can perform tricky flight skills on the floor

I can explore tricky flight skills with...

I can perform tricky rotation skills on the floor

I can explore tricky rotation skills combined with...

Hand apparatus

Low apparatus

Partner

Large apparatus