

Ruby Class Curriculum Overview Term 6 – Cycle A

Maths Year 1 – Key Concepts:
Unitising and coin recognition
Position and direction
Time

Maths Year 2 – Key Concepts:
Multiplication and division – doubling, halving, quotitive and partitive division

English – How high can you fly?
Core Text – Rosie Revere by Andrea Beaty

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

Online Safety – Online Relationships

I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure
I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do
I can identify who can help me if something happens online without my consent
I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online

History – How did we learn to fly?

I can identify important events surrounding the history of flight
I can explain how a significant event has changed the lives of others I can ask questions about people and events in the past I can use primary sources to find out about people and events in the past

RE – What makes some places sacred to believers?

I can recognise that there are special places where people go to worship, and talk about what people do there
I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
I can give simple examples of how people worship at a church, mosque or synagogue
I can talk about why some people like to belong to a sacred building or a community
I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I think about these questions, giving good reasons for my ideas
I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places

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

PSHE – Living in the wider world

Year 1

I know that you can learn things from different people
I know that differences are a good thing
I know how to care for my community
I know what happens if we do not care for our community
I know how to get better at something
I know that you can work on yourself

Year 2

I know how we can be different
I know how to care for the school community
I know about different jobs
I know that money can be spent or saved
I know how I feel when I win and lose
I know the different changes that can happen

SRE

Year 1

I know the main parts of the body
I know the needs of babies and young children
I know how to make sure that my worries are heard

Year 2

I know how I will change as I get older
I know how to respond when physical contact is unacceptable
I know the difference between a surprise and a secret

Music – Pitch (Musical Me)

I can move my eyes from left to right to read pitch patterns
I can sing high and low notes including the notes in between
I can play a pattern of high and low notes on an instrument
I can read notation from left to right
I can draw high and low sounds using dots at the top and bottom of a page, respectively
I can recognise when notes stay the same
I can recognise missing notes on a stave

Computing – Robot Algorithms

I can plan algorithms for different parts of a task
I can predict the outcome of a sequence of commands
I can test and debug each part of the program

Art & Design– Sculpture & 3D: Clay houses

I can flatten and smooth my clay, rolling shapes successfully and making a range of marks in my clay
I can make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique
I can roll a smooth tile surface
I can join clay shapes and make marks in the tile surface to create a pattern
I can draw a house design and plan how to create the key features in clay
I can create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes

Core PE – Health & Fitness

Agility & Static Balance

I can chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
I can chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
I can complete above challenges with tennis ball with...

- control when starting and stopping quickly
- timing and movement to get in the right position
- balance/control when collecting the ball

Athletics

Throwing

I can apply appropriate effort in order to control an object's flight
I can throw accurately
I can roll a ball accurately
I can use an underarm action to throw accurately at a target
I can use an underarm action to throw over increasingly longer distances
I can throw accurately at raised targets

Running

I can accelerate quickly and run fast to retrieve an object
I can co-operate with others in a team
I can complete an obstacle course with speed, control and agility

Jumping

I can link multiple step / jump combinations with balance and co-ordination
I can jump quickly from side to side showing co-ordination and balance

School Games Day

I can use my running, jumping and throwing skills to compete against other Houses and gain points for my team
I can demonstrate the school games values: determination, passion, self-belief and teamwork

Swimming

I can enter and exit the water safely
I can blow bubbles a minimum of three times rhythmically, with nose and mouth submerged
I can coordinate leg and arm movements for at least one stroke
I can move from a flat floating position on the back and front, and return to standing without support