

## Ruby Class Curriculum Overview Term 5 – Cycle B

Maths Year 1 – Key concepts:  
Numbers 0-20  
Unitising and coin recognition

Maths Year 2 – Key concepts:  
Money  
Fractions  
Time  
Position and direction

### 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

### Computing – Programming animations

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

### PSHE – Caring Friendships

I know that friends tell the truth to each other.  
I know that people will not trust me if I lie  
I know not to do something just because someone tells me to do it  
I know to stand up to peer pressure  
I know to share what is important to me  
I know how to stand up to unfairness  
  
I know what makes a good friend  
I know how to show empathy  
I know when to tell a trusted adult about something  
I know why lying is harmful  
I know about the power of peer pressure  
I know how conflict can start

### Design & technology – Mechanisms: Making a moving monster

I can identify lever mechanisms and describe their movements  
I can find pivots and levers on various mechanisms  
I can join materials together to make levers  
I can investigate what happens when the pivot changes place  
I can select appropriate materials to use to make levers work effectively  
I can understand how levers can help make tasks easier  
I can test the effectiveness of my own levers  
I can evaluate my and others' designs and give feedback

### Science – Plants

I can observe and describe how seeds and bulbs grow into mature plants.  
I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### 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 – Who is a Muslim and how do they live?

Make sense of belief:  
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  
Understand the impact:  
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  
Make connections:  
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 their ideas about whether prayer, respect, celebration and self-control have something to say to me too

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  
I can improve my writing

### Music – Contrasting Dynamics

I can use my voice to create a variety of sounds  
I can use dynamics to create an atmosphere  
I can collaborate with peers to contribute to a group soundscape  
I can correctly identify changes in dynamics  
I can show changes in dynamics using bodies and vocals  
I can compare two pieces of music using musical vocabulary to describe the changes in dynamics  
I can interpret music in a visual form  
I can identify and discuss patterns in different pieces of music  
I can successfully create and play patterns, notating them  
I can create and play a simple pitch pattern accurately

### Core PE

Physical - Co-ordination & Agility  
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  
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  
I can perform movements which mobilise and develop arms and shoulders  
I can throw with speed and agility