

**Ruby Class**  
**Curriculum Overview**  
**Term 1 - Cycle A**

**Maths Year 1 – Key Concepts:**

- Previous Reception experiences and counting within 100

**Maths Year 2 – Key Concepts:**

- Numbers 10 to 100
- Calculations within 20

**Computing – Technology Around Us**

- I can locate examples of technology in the classroom
- I can explain technology as something that helps us
- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home
- I can identify that a computer is a part of information technology
- I can open a file
- I can move and resize images
- I can explain how information technology helps people
- I can recognise that information technology can be connected

**Music – Keeping the Pulse (My Favourite Things)**

- I can clap the rhythm of my name in time to the pulse
- I can sway or tap in time to the pulse
- I can sing a rhythm in time with the pulse
- I can copy rhythms based on word patterns using an instrument
- I can keep the pulse while playing a rhythm on an instrument
- I can follow instructions during a performance

**Design & technology – Structures: Constructing a windmill**

- I can follow design criteria to meet the needs of a user
- I can make a stable structure
- I can make functioning sails/blades that attach to the supporting structure
- I can improve my windmill

**Geography – What is it like here?**

- I can locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live
- I can make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom
- I can recognise four features in the school grounds using a map
- I can explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey
- I can draw a design to improve three areas of the playground using the results from the survey

**Science – Everyday Materials**

- I can distinguish between an object and the material from which it is made
- I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- I can describe the simple physical properties of a variety of everyday materials
- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Seasons**

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

**Online Safety - Health, wellbeing and lifestyle (Year 1)**

- I can explain rules to keep myself safe when using technology both in and beyond the home.

**Online Safety - Health, wellbeing and lifestyle (Year 2)**

- I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
- I can say how those rules / guides can help anyone accessing online technologies.

**R.E – Who do Christians believe God is like?**

- I can identify what a parable is
- I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- I can give clear, simple accounts of what the story means to Christians
- Understand the impact
- I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Make connections
- I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- I can give a reason for the ideas they have and the connections they make.

**English – Can I be your friend?**

**Core Text – Wolf girl – Jo Fisher**

- 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 – Building resilience**

- I can identify what to do when I find something tricky
- I can identify different emotions
- I can identify that anger can lead to bad decisions
- I can recognise that other people can do surprising things when they are angry
- I can recognise that failing helps you learn
- I can recognise why I should be honest when I make a mistake

**Core PE – Personal - Co-ordination (Footwork) & Static Balance (1 Leg)**

- I can hopscotch forwards and backwards, alternating hopping leg each time with...
- I can move in a 3-step zigzag pattern forwards with...
- I can move in a 3-step zigzag pattern backwards with...
- balance and control throughout
- fluent and smooth movements
- movements performed in both directions/on both sides

**Real Gym - Travel (mapping pathways) & Shape**

- I can perform tricky shape skills on the floor
- I can explore tricky shape skills combined with one of the following...
  - Hand Apparatus
  - Low Apparatus
  - Partner/s
  - Large Apparatus
- I can perform tricky travel skills on the floor
- I can explore tricky travel skills combined with one of the following...
  - Hand Apparatus
  - Low Apparatus
  - Partner/s
  - Large Apparatus