

Ruby Class Curriculum Overview

Term 4 – Cycle B

Maths Year 1 - Key concepts:
Additive structures
Addition and subtraction facts within 10

Maths Year 2 – Key concepts:
Shape
Addition and subtraction of two-digit numbers

PSHE – Health Education

Year 1

I know the danger of putting something in my mouth
I know that there are harmful things in the house
I know how to be careful online
I know that there are scary videos on the internet
I know how to stay safe in a busy place
I know to ring 999 in an emergency

Year 2

I know the importance of sleep.
I will know how to recognise different foods.
I know the different types of exercise.
I know what I should put on my skin.
I know about the internet.
I know the risks in life.

History – How was school different in the past?

I can correctly order and date four photographs on a timeline and add some dates
I can ask one question about schools in the past
I can make one comparison between schools in the past and present
I can use sources to research and develop an understanding of what schools were like 100 years ago
I can identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences
I can recognise two similarities and two differences between schools now and schools in the past
I can state whether I would have preferred to go to school in the past or not and explain why

R.E – Why does Easter matter to Christians? Make sense of belief:

I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible
I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
Understand the impact:
I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
Make connections:
I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for my ideas

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 – Musical Symbols (Theme: Under the Sea)

I can move to reflect a character
I can create sounds to reflect a character
I can move at a speed that reflects the tempo of the audio
I can respond to dynamic changes without prompting
I can demonstrate a sound pattern correctly to a pulse
I can sing and play high and low sounds
I can read symbols representing high and low sounds correctly
I can demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these

Online Safety – Privacy and security

I can explain how passwords can be used to protect information, accounts and devices.
I can explain and give examples of what is meant by 'private' and 'keeping things private'
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Art & Design – Painting and mixed media: Colour Splash

I can name the primary colours
I can explore coloured materials to mix secondary colours
I can mix primary colours to make secondary colours
I can apply paint consistently to my printing materials to achieve a print
I can use a range of colours when printing
I can mix five different shades of a secondary colour
I can decorate my hands using a variety of patterns
I can mix secondary colours with confidence to paint a plate
I can describe my finished plate

English – Who did it? Core Text – Hermelin – Mini Grey

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

Computing – Digital Music

I can use a computer to create a musical pattern using three notes
I can connect images with sounds
I can use a computer to experiment with pitch and duration

Core P.E - Creative Co-ordination (Ball skills)

In 20 seconds or less:
Stand with legs apart and move ball around 1 leg 16 times with...
Move a ball round waist with...
Stand with legs apart and move ball around alternate legs 16 times with...
Control of the ball maintained throughout
Ability to complete challenges in both directions consistently and smoothly
Smooth movements with the ball
Counter Balance (with a partner)
Hold on and, with a short base, lean back, hold balance and then move back together with...
Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with...
Perform above challenges with eyes closed with...
Balance maintained throughout
Smooth, controlled movements
Coordinated and controlled movements with partner.

Real Dance Artistry, Partnering, Circles & Shapes
I can create multiple standing and floor shapes - with torso beginning to rotate - with 3 points of contact with the floor - facing down and up
Travel between shapes including jumping with rotation
I can create movements led by large vertical single arm circles and semi-circles leading into - stepping. - body movements. - turning. - jumps with 180° and 360° rotations
I can create standing and floor shapes - opposite and entwined with my partner - in close contact but without touching
I can incorporate jumping when travelling between shapes - in canon
I can create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison - finishing in partner shapes
I can create jumps from foot circles - jumping in unison
I can create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement - fluently and without stopping
I can create a sequence of 5 static and dynamic moves - in contrast to my partner's - using different partner shapes - at different levels - with different timings