

## Ruby Class Curriculum Overview Term 1 – Cycle B

Maths – Number - Place Value Year 1  
I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number  
I can compare numbers using <, > and = signs  
I can read and write numbers from 1 to 20 in numerals and words  
Maths – Number - Place Value Year 2  
I can read and write numbers from 1 to 20 in numerals and words (Y1)  
I can read and write numbers to at least 100 in numerals and in words  
Identify, represent and estimate numbers using different representations, including the number line  
I can count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward  
I can recognise the place value of each digit in a 2-digit number (tens, ones)  
Compare and order numbers from 0 up to 100; use and = signs

NUMBER – Addition & Subtraction Year 1  
I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)  
I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs  
I can add and subtract 1-digit and 2-digit numbers to 20, including zero  
NUMBER – Addition & Subtraction Year 2  
I can represent and use number bonds and related subtraction facts within 20 (Y1)  
I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  
I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers  
I can compare and order numbers from 0 up to 100; use and = signs

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.

Design & technology – Structures: Baby Bear's chair  
I can identify man-made and natural structures  
I can identify stable and unstable structural shapes  
I can contribute to discussions  
I can identify features that make a chair stable  
I can work independently to make a stable structure, following a demonstration  
I can explain how their ideas would be suitable for Baby Bear  
I can produce a model that supports a teddy, using the appropriate materials and construction techniques  
I can explain how they made their model strong, stiff and stable.

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.

Use of Everyday Materials  
I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  
I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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  
I can identify rules that help keep us safe and healthy in and beyond the home when using technology.  
I can give some simple examples of these rules.  
I can explain rules to keep myself safe when using technology both in and beyond the home.  
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.

P.S.H.E – Being Me in My World  
I can identify some of my hopes and fears for this year  
I know how to use my Jigsaw Journal  
I understand the rights and responsibilities for being a member of my class and school  
I understand the rights and responsibilities for being a member of my class  
I can listen to other people and contribute my own ideas about rewards and consequences  
I understand how following the Learning Charter will help me and others learn  
I can recognise the choices I make and understand the consequences.

Geography – Where am I?  
I can state that the UK stands for the United Kingdom  
I can point to each country in the UK on a map when prompted  
I can verbally identify features within the school grounds  
I can use and respond to directional language  
I can state that an aerial photograph is taken from above  
I can recognise some familiar features in aerial photographs  
I can explain that symbols show features on a map  
I can add symbols to a map  
I can identify how places on the school grounds make them feel

English – How big is my world?  
Core Text – Perfectly Norman – Tom Percival  
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 – Hey You  
I can find the pulse to Hey You  
I know that the pulse is the heartbeat to the music  
I can recognise and name two or more instruments  
I can march in time with the pulse  
I can be an animal finding the pulse  
I can copy back the rhythms I hear  
I can clap the rhythm of my name over the track  
I can rap and sing in time to the music  
I can play the glockenspiel accurately and in time  
I can play C  
I can improvise using one or two notes  
I can compose a simple melody using simple rhythms  
I can reflect on the performance and express how I feel

Core P.E – Personal - Co-ordination (Footwork) & Static Balance (1 Leg)  
I can Hopscotch forwards and backwards, alternating hopping leg each time with...  
balance and control throughout  
fluent and smooth movements  
movements performed in both directions/on both sides  
I can move in a 3-step zigzag pattern forwards with...  
balance and control throughout  
fluent and smooth movements  
movements performed in both directions/on both sides  
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 - Unit 1 - Travel (mapping pathways) & Balance  
I can perform travel skills on the floor  
I can explore travel skills combined with hand apparatus  
I can explore travel skills combined with low apparatus  
I can explore travel skills combined with a partner  
I can explore travel skills combined with large apparatus

R.E – Who do Christians say made the world? (Creation)  
I can retell the story of creation from Genesis 1:1–2:3 simply  
I can recognise that 'Creation' is the beginning of the 'big story' of the Bible  
I can say what the story tells Christians about God, Creation and the world  
I can give at least one example of what Christians do to say 'thank you' to God for Creation  
I can think, talk and ask questions about living in an amazing world  
I can give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in