

Ruby Class Curriculum Overview

Term 2 – Cycle B

Maths

Year 1 - Key Concepts:

- Comparison of quantities and part-whole relationships
 - Numbers 0 to 5
- Recognise, compose, decompose and manipulate 2D and 3D shapes

Maths

Year 2 - Key Concepts:

- Fluently add and subtract within 10
- Addition and subtraction of two-digit numbers
 - Introduction to multiplication

Art & Design – Craft and design: Map it out

I can sort map images into groups, explaining their choices.

I can draw a map of their journey to school, including key landmarks and different types of mark-making.

I can explore how to use texture and 3D forms to replicate a map in a new way.

I can decide how to place 'jigsaw' pieces to create an abstract composition.

I can make choices about which details from their map to include in a stained glass.

I can cut cellophane shapes with care and arrange them into a pleasing composition.

I can design a print with simple lines and shapes, making improvements as they work.

I can follow a process to make and print from a polystyrene tile.

I can choose a favourite artwork, justifying their choice.

I can annotate their favourite artwork with relevant evaluation points.

I can take an active part in decisions around how to display their artworks in the class gallery

History – What is history?

I can create a personal timeline by ordering three events correctly on a simple timeline

I can use the vocabulary 'before' and 'after' when talking about my timeline

I can recognise what is similar and different between the 'past' and 'now'

I can talk about three holiday memories

I can place one holiday memory on a timeline

I can identify how people spend their holidays differently

I can describe what photographs tell us about holidays in the past

I can identify similarities and differences between holidays in the past and now

I can order photographs on a timeline

I can ask one question about holidays in the past

I can find answers to simple questions about the past

I can identify features of holidays in the past

I can describe what holidays in the past were like and compare them to now

I can find similarities and differences

I can use time vocabulary to talk about my memories

I can recognise similarities and differences between my life now and in the past

Science – Plants

I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

I can identify and describe the basic structure of a variety of common flowering plants, including trees.

Online Safety – Privacy and security

I can explain that passwords are used to protect information, accounts and devices.

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Computing – Pictograms

I can enter data onto a computer

I can use a tally chart to create a pictogram

I can give simple examples of why information should not be shared

PSHE

Year 2 - Relationships

I will know how families can be different

I will know the questions that I should not answer

I will know what bullying behaviour looks like

I will know how to use collaboration to complete a group task

I will know examples of stereotypes

I will know the different forms of violence

Year 1 - Wellbeing

I will know how to be thankful for the important people in my life

I will know how to be thankful for the good things in my life

I will know that challenges help you to grow

I will know that everyone faces challenges

I will know the habits that keep me healthy

I will know that positive habits make me happy

RE – What is the 'Good News' Christians believe Jesus brings?

I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news

I can give clear, simple accounts of what Bible texts (such as the story of Mathew the tax collector) mean to Christians

I can recognise that Jesus gives instructions to people about how to behave

I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless

I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

English – Whose been eating my porridge?

Core Text – Nibbles – Emma Yarlett

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

Core PE

Social – Dynamic balance to agility (Jumping and landing)

I can jump from 2 feet to 2 feet with 180 degree turn in either direction with...

I can complete a tucked jump with...

I can complete a tucked jump with 180 degree turn in either direction with...

good take off and height

balance and control on landing

soft landings

Static Balance (Seated)

I can pick up a cone from one side and place it on the other side with same hand with...

I can return it to the opposite side with the other hand with...

I can sit in a dish shape and hold it for 5 seconds with...

feet and hands off the floor throughout

minimum wobble

balance held without strain

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

Music – Sound patterns (Fairy Tales)

I can chant in time with others.

I can make changes to the dynamics (volume) of my voice to represent a character.

I can respond to hand signals when playing an instrument.

I can choose a suitable sound to represent a point in the story.

I can read simple rhythmic patterns comprising one beat sounds and one beat rests.

I can clap or play a rhythmic pattern along with spoken words.

I can play given sound patterns in time with the pulse.

I can follow instructions during a performance.

I can join in with repeated phrases using a character voice.