

**Ruby Class
Curriculum Overview
Term 5 – Cycle A**

Maths Year 1 – Key Concepts:
Numbers 0 to 20
Unitising and coin recognition

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

Computing – Moving a Robot
I can experiment with turn and move commands to move a robot
I can start a sequence from the same place
I can predict the outcome of a sequence of commands
I can follow an instruction
I can give directions

Online Safety – Online Relationships
I can give examples of when I should ask permission to do something online and explain why this is important
I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)
I can explain why it is important to be considerate and kind to people online and to respect their choices
I can explain why things one person finds funny or sad online may not always be seen in the same way by others
Year 2: I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country)
I can explain who I should ask before sharing things about myself or others online

Music – Singing (Theme: On this Island)
I can breathe after each phrase in a song when singing
I can sing a song from memory
I can use different pitches while singing (high and low notes)
I can sing lyrics accurately
I can perform actions that match lyrics
I can collaborate and communicate within a group
I can use sounds creatively to represent a chosen environment
I can perform a composition
I can apply pitch and dynamics to enhance a composition
I can read notation from left to right

**PSHE – Caring Friendship
(Year 2)**
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
(Year 1)
I will know the importance of friends
I will know that losing can be hard
I will know to tell an adult about unkindness
I will know that people will not trust me if I lie
I will know to stand up to peer pressure
I will know how to stand up to unfairness

Science – 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

Geography – What is it like to live by the coast?
I can name and locate the seas and oceans surrounding the UK in an atlas
I can label these on a map of the UK
I can describe the location of the seas and oceans surrounding the UK using compass points
I can define what the coast is
I can locate coasts in the UK
I can name some of the physical features of coasts
I can explain the location of UK coasts using the four compass directions
I can name features of coasts and label these on a photograph
I can identify human features in a coastal town
I can describe how people use the coast
I can follow a prepared route on a map
I can identify human features on the local coast
I can record data using a tally chart
I can represent data in a pictogram
I can describe how the local coast has been used

RE – Who is Jewish and how do they live?
I can recognise the words of the Shema as a Jewish prayer
I can retell simply some stories used in Jewish celebrations (e.g. Chanukah)
I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like
I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
I can make links between Jewish ideas of God found in the stories and how people live
I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas
I can give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too

**English – Why won't my flower grow?
Core Text – Bloom – Anne Booth**
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

Design & Technology – Cooking & Nutrition: Smoothies
I can describe fruits and vegetables and explain how to identify fruits
I can name a range of places that fruits and vegetables grow
I can describe basic characteristics of fruit and vegetables
I can prepare fruits and vegetables to make a smoothie

Core PE – Physical cog – Coordination (Sending & receiving) & Agility (Reaction & response)
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

I can react and catch a tennis ball dropped from shoulder height after one bounce, balancing on one leg with...
Quick reaction
Quick, controlled movement
Control when slowing down after catch

Athletics – Running, Throwing and Jumping
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