

Maths
Year 1 - Key concepts:

- Number and place value

Maths
Year 2 – Key concepts:

- Number and place value
- Addition and subtraction

Ruby Class

Curriculum Overview

Term 1 – Cycle B

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 – Dynamics (Theme: Seaside)

I can use appropriate, justified movements to represent dynamics
I can identify sounds within the music and describe them using adjectives
I can recreate sounds using voice or body and extend ideas by adding dynamics
I can create appropriate, original sounds with my voice and body
I can use instruments to create loud and soft sounds
I can justify instrument and sound choices
I can follow instructions during a performance
I can create and play a musical score that showcases understanding by using dynamic symbols

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.

Computing – Grouping Data

I can group objects in more than one way
I can decide how to group objects to answer a question
I can record and share what I have found

PSHE – Building Resilience

I will know that talking helps when you are feeling frustrated
I will know how to use helpful thoughts
I will know how values help me to make good decisions
I will know to be thankful for the good things in my life.
I will know that everyone faces challenges.
I will know that positive habits make me happy.
I know what resilience looks like
I know when I feel different emotions
I know that angry actions can hurt others
I know what to do when someone is angry
I know how to help myself when I fail
I know how to recognise a mistake

Online Safety - Health, wellbeing and lifestyle

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

RE – Who do Christians say made the world?

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

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

Core PE
Personal - Co-ordination & Static Balance

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
Travel & 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
I can perform balance skills on the floor
I can explore balance skills combined with hand apparatus
I can explore balance skills combined with low apparatus
I can explore balance skills combined with a partner
I can explore balance skills combined with large apparatus

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