

Ruby Class Curriculum Overview Term 2 - Cycle B

Maths – Shape - Place Value (Year 1)

I can recognise and name common 2-D and 3-D shapes, including:

1. 2-D shapes (for example, rectangles (including squares), circles and triangles]
2. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Maths – Shape - Place Value (Year 2)

I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

I can identify 2-D shapes on the surface of 3-D shapes

I can compare and sort common 2-D and 3-D shapes and everyday objects

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

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

P.S.H.E – Celebrating Difference

I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)

I understand that bullying is sometimes about difference

I can recognise what is right and wrong and know how to look after myself

I understand that it is OK to be different from other people and to be friends with them

I can tell you some ways I am different from my friends

Art & Design – Craft and design: Map it out

I can sort map images into groups, explaining my choices

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

I can follow instructions to make a piece of felt that holds together and resembles my map

I can decide how to place ‘jigsaw’ pieces to create an abstract composition

I can make choices about which details from my 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 I work

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

I can choose a favourite artwork, justifying my choice

I can annotate my favourite artwork with relevant evaluation points

I can take an active part in decisions around how to display my artwork in the class gallery

Science – Animals including Humans

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.

I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

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 – 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 – Digital Writing

I can change the font

I can write a message on a computer and on paper

I can compare using a computer with using a pencil and paper

Music – Rhythm in The Way We Walk & Banana Rap

I can find the pulse to Rhythm in The Way We Walk & Banana Rap

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 start to understand that pitch is high and low sounds

I can reflect on the performance and express how I feel

R.E – Who is Jewish and how do they live? (Part two)

I can recognise the words of the Shema as a Jewish prayer

I can re-tell 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 – 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 P.E – 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 - Unit 1 - 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

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