

## Ruby Class Curriculum Overview Term 2 – Cycle A

- Maths Year 1 – Key Concepts:
- Comparison of quantities and part-whole relationships
    - Numbers 0 to 5
- Maths Year 2 – Key Concepts:
- Fluently add and subtract within 10
  - Addition and subtraction of two-digit numbers
  - Introduction to multiplication

Computing – Digital Painting

I can draw lines on a screen and explain which tools I used

I can choose appropriate paint tools and colours to recreate the work of an artist

I can explain that pictures can be made in lots of different ways

Online Safety – Managing Online Information

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching)

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened

Music – Tempo (Snail and Mouse)

I can demonstrate slow and fast with their bodies and voices

I can demonstrate slow and fast beats while saying a rhyme and using an instrument

I can perform a song using a singing voice

I can perform with an instrument

I can observe others and move, speak, sing and play appropriately

I can sing in time from memory, with some accuracy.

I can keep a steady pulse

I can move, speak, sing and play demonstrating slow and fast beats

History – How am I making history?

I can order three photographs correctly on a simple timeline

I can use the terms 'before' and 'after' when discussing my timelines

I can talk about three memories and place one of them on a timeline

I can explain why memories are special and name four events that I celebrate throughout the year

I can think of three ways I celebrate my birthday

I can ask a visitor one question about childhood in the past

I can identify a similarity and a difference between childhood now and in the past

I can add three ideas to a time capsule about myself

I can use key vocabulary to compare the present, the past and possible changes in the future

Science – Animals Including Humans

I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

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

PSHE

Building resilience (Year 1)

I can explain that everyone faces difficult things

I can explain that other people can do surprising things when they are angry

I can try something new

I can explain that failing helps you to learn

I can explain that we can learn from mistakes

I can understand why I should be honest when I make a mistake

Respectful Relationships (Year 2)

I can explain how families can be different

I can identify the questions that I should not answer

I can explain what bullying behaviour looks like

I can explain how to use collaboration to complete a group task

I can identify examples of stereotypes

I can identify the different forms of violence

RE – Why does Christmas matter to Christians?

I can recognise that stories of Jesus' life come from the Gospels

I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

I can think, talk and ask questions about Christmas for people who are Christians and for people who are not

I can decide what they personally have to be thankful for, giving a reason for their ideas

English – Have you met a dinosaur?

Core Text – Katie and the Dinosaurs – James Mayhew

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

Art – Drawing: Make your mark

I can show knowledge of the language and literacy to describe lines

I can show control when using string and chalk to draw lines

I can experiment with a range of mark-making techniques, responding appropriately to music

I can colour neatly and carefully, featuring a range of different media and colours

I can apply a range of marks successfully to a drawing

I can produce a drawing that displays observational skill, experimenting with a range of lines and mark making

Core PE

Social - Dynamic Balance to Agility (jumping & landing) & Static Balance (seated)

I can Jump from 2 feet to 2 feet with 180° turn in either direction with...

I can complete a tucked jump

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

- good take off and height
- balance and control on landing
- soft landings

Real Dance

Shapes:

I can create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down.

I can travel between shapes including jumping

Circles

I can create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning

I can jump from a static position, arms up and down

Partnering (Shapes):

I can create standing and floor shapes in contrast to my partner's - with our body parts crossing over

I can travel between shapes in unison

Partnering (Circles):

I can turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon

I can create, in unison, jumps with rotation from a static position

Partnering (Lifts):

I can create partner balances - with hand on shoulder contact. - facing my partner. I Create and support jumps - with hand to elbow contact. - with hands on waist and shoulders in contact. - facing my partner. - with 2-foot take-off and landing

Artistry (Abstraction):

I can create 2 ways of moving linked to the silk - using both hands at the same time. - connected to standing shapes

Artistry (Musicality):

I can create shapes and movements to express how the music makes me feel - following 1 instrument. - following a story with movement

Artistry (Making):

I can create a sequence of 4 moves with some being different to my partner's