

Ruby Class Curriculum Overview Term 6 – Cycle B

Maths Year 1 – Key Concepts:

- Unitising and coin recognition
- Position and direction
- Time

Maths Year 2 – Key Concepts:

- Multiplication and division – doubling, halving, quotitive and partitive division
- Sense of measure – capacity, volume, mass

Art & Design – Painting and mixed media: Life in colour

- I can name the primary and secondary colours
- I can talk about the colour changes I notice and make predictions about what will happen when two colours mix
- I can describe the colours and textures I see
- I can try different tools to recreate a texture and decide which tool works best
- I can show I can identify different textures in a collaged artwork
- I can apply my knowledge of colour mixing to match colours effectively
- I can choose collage materials based on colour and texture
- I can talk about my ideas for an overall collage
- I can try different arrangements of materials, including overlapping shapes
- I can give likes and dislikes about my work and others'
- I can describe ideas for developing my collages
- I can choose materials and tools after trying them out

RE – What makes some places sacred to believers?

- I can recognise that there are special places where people go to worship, and talk about what people do there
- I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
- I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- I can give simple examples of how people worship at a church, mosque or synagogue
- I can talk about why some people like to belong to a sacred building or a community
- I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I think about these questions, giving good reasons for my ideas
- I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places

Online Safety – Online reputation and online bullying

- I can explain how information put online about someone can last for a long time.
- I can describe how anyone's online information could be seen by others.
- I know who to talk to if something has been put online without consent or if it is incorrect.
- I can explain what bullying is, how people may bully others and how bullying can make someone feel.
- I can explain why anyone who experiences bullying is not to blame.
- I can talk about how anyone experiencing bullying can get help.

Science – Plants

- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Computing – programming quizzes

- I can use commands to move a sprite
- I can plan algorithms for different parts of a task
- I can predict the outcome of a sequence of commands
- I can build sequences of blocks to match my design

PSHE – Wider World Relationships, Sex & Health Education

- I know that you should not bring money into school.
- I know the importance of saving money.
- I know why we should play fairly.
- I know how to deal with losing well.
- I know that change can be tricky.
- I know that change happens to everyone.
- I know the main parts of the body.
- I know the needs of babies and young children.
- I know how to make sure that my worries are heard.
- I know how we can be different.
- I know how to care for the school community.
- I know about different jobs.
- I know that money can be spent or saved.
- I know how I feel when I win and lose.
- I know the different changes that can happen.
- I know how I will change as I get older.
- I know how to respond when physical contact is unacceptable.
- I know the difference between a surprise and a secret.

History – What is a monarch?

- I can recall that a monarch is a king or queen
- I can identify some of the monarch's roles
- I can explain that a king or queen is crowned in a special ceremony called a coronation
- I can name some of the main steps in the coronation ceremony
- I can explain the use of special objects in the coronation
- I can use sources to explain how William the Conqueror became King of England
- I can explain how William the Conqueror kept order and conquered England
- I can explain how castles have changed over time
- I can identify that the power of monarchs has changed over time
- I can make comparisons between past and present monarchies

- English – What is the perfect pet?
Core Text – The Barnabus Project – The Fan Brothers
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 – Structure (Theme: Myths and Legends)

- I can recognise, play and write rhythms with one beats and paired half beats.
- I can show a rest beat using a silent movement.
- I can read and follow a structure from left to right.
- I can add rhythms to a structure to create a beginning, middle and end.
- I can work well as part of a group, listening to others and respecting their ideas.
- I can maintain a steady beat.
- I can use a thinking voice to play rhythms on an instrument.

Core PE - Personal

Agility & Static Balance

- I can chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
- I can chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
- I can complete above challenges with tennis ball with... control when starting and stopping quickly timing and movement to get in the right position balance/control when collecting the ball

Athletics – Running, Throwing and Jumping

- Throwing
- I can apply appropriate effort in order to control an object's flight
- I can throw accurately
- I can roll a ball accurately
- I can use an underarm action to throw accurately at a target
- I can use an underarm action to throw over increasingly longer distances
- I can throw accurately at raised targets
- Running
- I can I can accelerate quickly and run fast to retrieve an object
- I can co-operate with others in a team
- I can complete an obstacle course with speed, control and agility
- Jumping
- I can link multiple step / jump combinations with balance and co-ordination
- I can jump quickly from side to side showing co-ordination and balance
- School Games Day
- I can use my running, jumping and throwing skills to compete against other Houses and gain points for my team
- I can demonstrate the school games values: determination, passion, self-belief and teamwork
- Swimming
- I can enter and exit the water safely
- I can blow bubbles a minimum of three times rhythmically, with nose and mouth submerged
- I can coordinate leg and arm movements for at least one stroke
- I can move from a flat floating position on the back and front, and return to standing without support