

Curriculum Overview

Ruby Class

Term 4 – Cycle A

Maths Year 1 – Key Concepts:

- Additive structures
- Addition and subtraction facts within 10

Maths Year 2 – Key Concepts:

- Shape
- Addition and subtraction of two-digit numbers (2)

Computing – Digital Photography

- I can capture digital photos and talk about my experience
- I can experiment with different light sources
- I can focus on an object
- I can identify which images are real and which have been changed

English – Where's my favourite toy?

Core Text – Toys in Space – Mini Grey

- 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

Online Safety – Copywrite and Ownership

- I can explain why work I create using technology belongs to me
- I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content)
- I understand that work created by others does not belong to me even if I save a copy
- I can recognise that content on the internet may belong to other people

Music – Instruments (Theme: Musical Storytelling)

- I can identify sections of the music where the tempo changes.
- I can correctly describe sections of music as fast or slow.
- I can point out moments in the music where the dynamics change.
- I can accurately describe dynamic changes as soft or loud.
- I can give specific examples of how the music corresponds to actions in the story.
- I can provide clear and specific examples of how music supports the story.
- I can justify tempo and dynamic choices made to represent a character, event or feeling.
- I can suggest appropriate musical dynamics and tempo changes for different scenes of the story.
- I can work as part of a group to rehearse a performance.
- I can perform confidently using appropriate instrumental sounds.
- I can play my part at appropriate tempo and dynamics.

History – How have toys changed?

- I can discuss my favourite toy using language related to the past
- I can ask questions about toys in the past
- I can make comparisons between toys in the past and present
- I can sequence artefacts from different periods of time
- I can identify changes between teddy bears today and those from 100 years ago
- I can describe how toys have changed over time

Science – Plants

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 –

Health Education (Year 1)

- I will know what happens if I do not get enough sleep
- I will know the foods that my body needs
- I will know that exercise is good for the heart
- I will know that there are harmful things in the house
- I will know that there are scary videos on the internet
- I will know to ring 999 in an emergency

Health Education (Year 2)

- I know the importance of sleep
- I will know how to recognise different foods
- I know the different types of exercise
- I know what I should put on my skin
- I know about the internet
- I know the risks in life

RE – Who is Muslim and how do they live?

- I can recognise the words of the Shahadah and that it is very important for Muslims
- I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- I can give examples of how stories about the Prophet show what Muslims believe about Muhammad
- I can give examples of how Muslims use the Shahadah to show what matters to them
- I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- I can give examples of how Muslims put their beliefs about prayer into action
- I can think, talk about and ask questions about Muslim beliefs and ways of living
- I can talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas
- I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too

Art & Design – Sculpture & 3D: Paper play

- I can roll paper tubes and attach them to a base securely
- I can make choices about my sculpture, e.g. how I arrange the tubes on the base or the colours I place next to each other
- I can shape paper strips in a variety of ways to make 3D drawings
- I can glue my strips to a base in an interesting arrangement, overlapping some strips to add interest
- I can create a tree of life sculpture that includes several different techniques for shaping paper
- I can work successfully with others, sustaining effort over a time
- I can paint with good technique, ensuring good coverage

Core PE – Creative cog - Coordination

(ball skills) Counter Balance (with a partner)

- I can stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with...
- I can move a ball round waist 17 times with...
- I can stand with legs apart and move a ball around alternate legs 16 times with...
 - control of the ball maintained throughout
- ability to complete challenges in both directions consistently and smoothly
 - smooth movements with the ball
- I can hold on and, with a short base, lean back, hold balance and then move back together with...
 - I can hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with...
 - I can perform above challenges with eyes closed with...
 - balance maintained throughout
 - smooth, controlled movements
 - coordinated and controlled movements with partner

Real Dance - Travel (mapping pathways) & Shape

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
- I can travel between shapes including jumping with rotation

Circles:

- 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

Partnering (Shapes):

- 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

Partnering (Circles):

- 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

Partnering (Lifts):

- I can create partner balances leaning away from each other with hand-to-hand contact
- I can create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation

Artistry (Abstraction):

- 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

Artistry (Musicality):

- I can create shapes, circles and silk movements to - express the music. - change my moves so they match different music

Artistry (Making):

- 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.