

NUMBER – Addition & Subtraction (Year 1)

I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

I can count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

I can identify 1 more and 1 less

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), most, least

I can read and write numbers from 1 to 20 in numerals and words

Measurement Y1

I can compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass / weight
- capacity and volume

I can measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume

NUMBER – Multiplication & Division (Year 2)

I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Measurement Y2

I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

I can compare and order lengths, mass, volume/capacity and record the results using >, < and =

R.E – Why does Easter matter to Christians?

I can recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible

I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter

I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for my ideas.

Art & Design – Painting and mixed media: Colour Splash

I can name the primary colours

I can explore coloured materials to mix secondary colours

I can mix primary colours to make secondary colours

I can apply paint consistently to my printing materials to achieve a print

I can use a range of colours when printing

I can mix five different shades of a secondary colour

I can decorate my hands using a variety of patterns

I can mix secondary colours with confidence to paint a plate

I can describe my finished plate

Ruby Class Curriculum Overview Term 4 – Cycle B

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

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

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 how passwords can be used to protect information, accounts and devices.

I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’.

I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

P.S.H.E – Healthy Me

I know what I need to keep my body healthy

I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed

I understand how medicines work in my body and how important it is to use them safely

I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy

I can make some healthy snacks and explain why they are good for my body

I can decide which foods to eat to give my body energy

Computing – Pictograms

I can enter data onto a computer

I can use a tally chart to create a pictogram

I can give simple examples of why information should not be shared

History – How was school different in the past?

I can correctly order and date four photographs on a timeline and add some dates

I can ask one question about schools in the past

I can make one comparison between schools in the past and present

I can use sources to research and develop an understanding of what schools were like 100 years ago

I can identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences

I can recognise two similarities and two differences between schools now and schools in the past

I can state whether I would have preferred to go to school in the past or not and explain why

English – Who did it?

Core Text – Hermelin – 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

Music – Round and Round

I can find the pulse to Round and Round

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 copy the actions on screen

I can use my imagination to find the pulse

I can copy back the rhythms I hear

I can clap the rhythm of my name over the track

I can sing together with the actions

I can play the glockenspiel accurately and in time

I can play D, F, C and D

I can improvise using one or two notes

I can reflect on the performance and express how I feel

Core P.E – Creative - Co-ordination (Ball skills)

In 20 seconds or less:

Stand with legs apart and move ball around 1 leg 16 times with...

Move a ball round waist with...

Stand with legs apart and move 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

Counter Balance (with a partner)

Hold on and, with a short base, lean back, hold balance and then move back together with...

Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with...

Perform above challenges with eyes closed with...

Balance maintained throughout

Smooth, controlled movements

Coordinated and controlled movements with partner.

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