

Ruby Class Curriculum Overview Term 6 – Cycle B

Maths – Number - Place Value (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), most, least
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number

I can compare numbers using <, > and = signs

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

Maths – Measurement - Money (Year 1)

I can recognise and know the value of different denominations of coins and notes

Maths – Measurement - Time (Year 1)

I can compare, describe and solve practical problems for time

I can measure and begin to record time (hours, minutes, seconds)

I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Maths – Measurement - Time (Year 2)

I can compare and sequence intervals of time

I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

I can know the number of minutes in an hour and the number of hours in a day

Maths - Statistics (Year 2)

I can interpret and construct simple pictograms, tally charts, block diagrams and tables
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

I can ask and answer questions about totalling and comparing categorical data

Maths – Geometry – Position & Direction (Year 2)

I can order and arrange combinations of mathematical objects in patterns and sequences
I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

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 does it mean to belong to a faith community?

I can recognise that loving others is important in lots of communities

I can say simply what Jesus and one other religious leader taught about loving other people

I can give an account of what happens at a traditional Christian and

Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

I can identify at least two ways people show they love each other and

belong to each other when they get married (Christian and/or

Jewish and non-religious)

I can give examples of ways in which people express their identity

and belonging within faith communities and other communities, responding sensitively to differences

I can talk about what I think is good about being in a community,

for people in faith communities and for myself, giving a

good reason for my ideas.

Science – Living Things & Their Habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.

I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including microhabitats.

I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Seasons

I can observe changes across the 4 seasons.

I can observe and describe weather associated with the seasons and how day length varies.

Computing – Introduction to 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 – Changing Me

I can recognise cycles of life in nature

I can tell you about the natural process of growing from young to old and understand that this is not in my control

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private

I understand there are different types of touch and can tell you which ones I like and don't like

I can identify what I am looking forward to when I move to my next class

History – What is a monarch?

I can recall that a monarch is a king or queen

I can explain that recent monarchs in the UK do not have the power to make decisions alone

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 know that monarchs in the past had all the power to make decisions

I can explain how William the Conqueror kept order and conquered England

I can identify the two different types of castle built by the Normans

I can compare the similarities and differences between Norman castles

I can identify features of Norman castles

I can explain how castles have changed over time

I can recognise that we still have castles today

I can sequence castles on a timeline

I can describe characteristics of the monarchy in the past

I can identify that the monarchy has changed over time

I can make comparisons between past and present monarchy

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 – Reflect, Rewind and Replay

I can listen and Appraise Classical music

I can continue to embed the foundations of the interrelated dimensions of music using voices and instruments

I can sing

I can play instruments within the song

I can improvise using voices and instruments

I can compose

I can share and perform the learning that has taken place

Core PE – Personal - Agility (Ball chasing) & Static Balance (Floorwork)

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

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.