

Ruby Class
Curriculum Overview
Term 3 - Cycle B

Maths – Number - Place Value (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, given a number, 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

NUMBER – Addition & Subtraction (Year 1)

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

I can represent and use number bonds and related subtraction facts within 20

I can add and subtract one-digit and two-digit numbers to 20, including 0

I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Money

I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

I can find different combinations of coins that equal the same amounts of money

I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

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 (\times), division (\div) 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.

Geography – Would you prefer to live in a hot or cold place?

I can name and locate the seven continents on a world map

I can locate the North and the South Poles on a world map

Locate the Equator on a world map

I can describe some similarities and differences between the UK and Kenya

I can investigate the weather, writing about it using key vocabulary and I can explain whether I live in a hot or cold place

I can recognise the features of hot and cold places

I can locate some countries with hot or cold climates on a world map

Design & technology – Mechanisms: Fairground wheel

I can design and label a wheel

I can consider the designs of others and make comments about their practicality or appeal

I can consider the materials, shape, construction and mechanisms of my wheel
I can label my designs

I can build a stable structure with a rotating wheel

I can test and adapt my design as necessary

I can follow a design plan to make a completed model of the wheel

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

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 – Online reputation & online bullying

I can describe how to behave online in ways that do not upset others and can give examples.

PSHE – Dreams & Goals

I can choose a realistic goal and think about how to achieve it

I carry on trying (persevering) even when I find things difficult

I can recognise who I work well with and who it is more difficult for me to work with

I can work well in a group

I can tell you some ways I worked well with my group

I know how to share success with other people

Computing – Making Music Y2

I can use a computer to create a musical pattern using three notes

I can connect images with sounds

I can use a computer to experiment with pitch and duration

R.E – Who is Jewish and how do they live? (Part two)

I can recognise the words of the Shema as a Jewish prayer

I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)

I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)

I can make links between Jewish ideas of God found in the stories and how people live

I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas

I can give a good reason for my ideas about whether reflecting, thanking, praising and remembering have something to say to me too.

English – How are snowflakes made?

Core Text – The Snowflake – Benji Davies

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 – In The Groove

I can find the pulse to In The Groove

I know that the pulse is the heartbeat to the music

I can identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them

I can dance to each style or move to the pulse

I can march in time with the pulse

I can copy the actions on screen

I can be an animal finding 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 and in time, in all the different styles

I can play the glockenspiel accurately and in time

I can play C

I can improvise using one or two notes

I can compose a simple melody using simple rhythms

I can reflect on the performance and express how I feel

Core PE – Cognitive – Dynamic balance (on a line) & Static Balance (stance)

I can march, lifting knees and elbows up to a 90-degree angle with...

I can walk fluently with heel to toe landing with...

I can walk fluently, lifting knees and using heel to toe landing with...

Smooth, controlled movements and minimum wobble

Balance maintained on the line

Opposite arm and leg moving forwards smoothly

I can receive a small force from various angles with...

I can raise alternate feet 5 times with...

I can raise alternate knees 5 times with...

I can catch a ball at chest height and throw it back with...

Both feet facing forwards

Balance maintained throughout

Minimum wobble (control)

Real Gym - Unit 1 - Flight (Park life) & Rotation (The Big City)

I can perform tricky flight skills on the floor

I can explore tricky flight skills with...

I can perform tricky rotation skills on the floor

I can explore tricky rotation skills combined with...

Hand apparatus

Low apparatus

Partner

Large apparatus