Curriculum Overview 2021-22

Ruby Class

	Autumn Term Travel through time		Spring Term Infinity and beyond		Summer Term All the worlds a stage	
English	• Stories by the same author – Jill Murphy . Non-fiction – animals. (Link with science)	Poems on a theme – bonfire night. Stories on a theme Christmas list. Instruction writing. Poems.	Range of Non-fiction- transport themed. Fantasy- space themed. Aliens love underpants Claire Freedman. Whatever Next Jill Murphy. The dinosaur that pooped a planet Tom Fletcher	Traditional tales. Instructions- link with DT. Lists – Mr Magnolia	Stories with repeating patterns. Non- chronological reports. Traditional rhymes.	Stories from other cultures. Recounts. Poems to learn by heart.
Maths	Number and place value. Measurement, length and weight. Addition and subtraction. 2D and 3D shape.	Sequencing and sorting. Fractions. Capacity and volume Money Time.	Number and place value. Mass and weight 2D and 3D shape Counting and money Multiplication Division	Length mass and weight Addition and subtraction. Fractions Position and direction Time	Number and place value Addition and subtraction Capacity and volume. Fractions Position, direction and time. 2D and 3D shape.	Time Multiplication and division Subtraction-finding the difference. Measurement Sorting and sequencing
Science	Animals including humans- focusing on animals.	Animals including humans- focusing on humans.	Everyday materials.	Everyday materials. Seasonal change – Spring to summer. (on going)	Plants.	Plants.

	Seasonal change – autumn to winter (on going)					
RE	Harvest	Christmas – why do we give and receive gifts?	Joseph	Easter	God and creation	My world, Jesus world.
Computing	<u>Computer Science: Computational Thinking,</u> • I can write algorithms for everyday tasks • I can use logical reasoning to predict the outcome of algorithms • I understand decomposition is breaking objects/processes down • I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) • I can debug algorithms	<u>Information Technology - Word Processing/Typing</u> • Can use the space bar only once between words and use touch to navigate to words letter to edit • Can copy and paste images and text • Use caps locks for capital letters. • Can add images alongside text in a word processed document. • Can dictate longer passages into a digital device with accurate punctuation. • Can save work in appropriate area	<u>Computer Science: Coding and Programming</u> • I understand programs execute by following precise and unambiguous instructions • I can create programs on a variety of digital devices • I can debug programs of increasing complexity • I can use logical reasoning to predict the outcome of simple programs	<u>Information Technology - Data Handling</u> • Can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. • I can orally record myself explaining what the data shows me. • I can create a branching database using questions	<u>Information Technology – Animation</u> • I can create multiple animations of an image and edit these together. • I can create a simple stop motion animation. • I can explain how an animation/flip book works	<u>Information Technology - Video Creation</u> • I can record a film using the camera app. • I can select images and record a voiceover. • I can highlight and zoom into images as I record.
Online Safety	Digital Literacy Focus: Self-image and Identity	Digital Literacy Focus: Online Relationships	Digital Literacy Focus: Online Reputation and Online Bullying (Safer Internet Day Feb?)	Digital Literacy Focus: Managing Online Information	Digital Literacy Focus: Health, Wellbeing and Lifestyle	Digital Literacy Focus: Privacy and Security Copyright and Ownership
History	**Events beyond living memory significantly nationally.** The Great Fire of London Talk about some of the key events of the Great Fire of London. • Say why the Great Fire of London spread and eventually stopped. • Explain that we know about the Great Fire because of Samuel Pepys' diary.		**Events beyond living memory that are significant nationally and globally.** **History of transport** Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Recall some key facts about the different types of travel and transport		**The lives of significant individuals in the past who have contributed to national and international achievements.** Nurturing nurses Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. • Have an understanding of the chronology of the historical periods in which they lived. • Recall some key facts about the experiences of these influential nurses.	

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			studied and the significant people involved in inventing them FOCUS ON EARLY FLIGHTS.	
Geography	**Wonderful weather – UK** Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Use world maps and globes to identify the UK and begin to locate other countries. • Explain some dangers of the weather. • Locate hot and cold countries of the world. • Make comparisons between different places studied. • Make simple observations about the weather in the UK. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Develop presentation skills	**Beside the Seaside - MORECAMBE** . • use key words to describe different places, including seaside locations; • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • explain that seaside resorts can be found in the UK and worldwide; • begin to classify key features of places into 'natural' and 'man-made'; • observe aerial photographs of seaside locations to recognise basic human and physical features; • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; • describe a UK seaside resort (Morecambe) in detail using a range of information; • explain how an island is different from the mainland and locate some of the main British islands using an atlas; • visit a seaside resort to carry out fieldwork and observations; • use and follow simple compass directions (NESW); • plan and follow routes on a map using map symbols; • ask geographical questions – Where is it? What is this place like? How near/far is it?	**Where Is Kenya? AFRICA** Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. • Begin to understand the importance of tourism to Kenya. • Draw a freehand map of Kenya. • Draw a map of a national park and begin to consider the location of key features. • Identify animals that live in Kenya and begin to explain the concept of 'endangered species'. • Confidently use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks in Kenya. • Ask geographical questions – Where is it? What is this place like? How near/far is it?
PE	**Fundamental movement skills** • Develop and master the FMS including: Hopping, skipping, jumping, throwing under and overarm, catching, rolling a ball, kicking and bouncing a ball, running fast. • Develop balance, agility, coordination and begin to apply these in a range of activities. • Particpate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	**Dance and jumping and balancing skills** • Develop and master the FMS including: Hopping, skipping, jumping, throwing under and overarm, catching, rolling a ball, kicking and bouncing a ball, running fast. • Develop balance, agility, coordination and begin to apply these in a range of activities. • Particpate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.	**Throwing and gym skills** • Develop and master the FMS including: Hopping, skipping, jumping, throwing under and overarm, catching, rolling a ball, kicking and bouncing a ball, running fast. • Develop balance, agility, coordination and begin to apply these in a range of activities. • Particpate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.
Art & Design	**In the past.** **Digital Media** • Explore ideas using digital sources i.e. internet, CD-ROMs. • Record visual information using digital cameras, video recorders. • Use a simple graphics package to create images and effects with: • **lines** by changing the size of brushes in response to ideas; • **shapes** using eraser, shape and fill tools; and • **colours and texture** using simple filters to manipulate and create images. • Use basic selection and cropping tools. **Drawing** **Tone** Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	**Travel** **Collage** • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. • Work on different scales. • **Colour** • Collect, sort, name match colours appropriate for an image. • **Shape** • Create and arrange shapes appropriately. • **Texture** • Create, select and use textured paper for an image.	**All around the world** **Printing** • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono –printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • **Colour** • Experiment with overprinting motifs and colour. • **Texture** • Make rubbings to collect textures and patterns. **Drawing** • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.
Design Technology	Christmas craft	**Travel** **Create a space vehicle** **Mechanisms**	**All around the world** **Food** • Develop a food vocabulary using taste, smell, texture and feel.

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<u>**Design**</u>

Use pictures and words to convey what they want to design/make.
Propose more than one idea for their product.
Use kits/reclaimed materials to develop more than one idea.
Model ideas with kits, reclaimed materials.
Select appropriate technique explaining: First… Next… Last….
Explore ideas by rearranging materials.
Select pictures to help develop ideas.
Use drawings to record ideas as they are developed.
Add notes to drawings to help explanations.

Describe their models and drawings of ideas and intentions.
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Join appropriately for different materials and situations e.g. glue, tape.
Try out different axle fixings and their strengths and weaknesses.
Make vehicles with construction kits which contain free running wheels.
Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
Roll paper to create tubes.
Cut dowel using hacksaw and bench hook.
Attach wheels to a chassis using an axle.
Mark out materials to be cut using a template.
Fold, tear and cut paper and card.
Cut along lines, straight and curved.
Use a hole punch.
Insert paper fasteners for card.

Experiment with levers and sliders to find different ways of making things move in a 2D plane.
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Group familiar food products e.g. fruit and vegetables.
Explain where food comes from.
Cut, peel, grate, chop a range of ingredients
Work safely and hygienically.
Understand the need for a variety of foods in a diet.

Measure and weigh food items, non-statutory measures e.g. spoons, cups
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Music	**Music express - Skills builder – Year 1/2 – beat.**	Learn a Christmas song on boomwhackers.	**Music express -Skills builder- Year 1/2 – rhythm**	use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Music express -Skills builder – Year 1/2 – pitch**	**Music express - Year 1 story time – composition**
PSHE	Family and Friendship	Safer relationships	Belonging to a community	Media literacy Digital resilience Money	Physical health, mental wellbeing	Growing and changing Keeping safe