

Ruby Class Yearly Overview 2018/2019

Year Group/Phase: Year R/1		Academic Year: 2018/2019	
Term and theme	Autumn Eco Warriors	Spring The Veitch Family Plant Hunters	Summer A Dragon's Place
MoE/ English	<p>Labels, lists, captions</p> <p>Invitations</p> <p>Narrative-stories with predictable phrasing / familiar setting.</p> <p>Poems on a theme</p> <p>Character / setting description</p> <p>Diary entry</p> <p>*Opportunities for personal recount</p>	<p>Non-fiction</p> <p>Narrative-traditional tales</p> <p>Letters</p> <p>Diary entry</p> <p>Poetry-using the senses, pattern and rhyme</p> <p>Captain's / crew members log</p> <p>Character profile</p> <p>Instructions</p> <p>*Opportunities for personal recount</p>	<p>Explanation</p> <p>Non-chron report</p> <p>Formal letter</p> <p>Story writing</p> <p>*Opportunities for personal recount</p> <p>Poetry-read, write perform</p>
Maths	<p>Number sense -place value</p> <p>Addition</p> <p>Money</p> <p>Shape names</p> <p>Positional language</p> <p>Sequencing vocabulary</p> <p>(solving one step problems using objects/pictures)</p>	<p>Number sense & place value</p> <p>Addition & Subtraction</p> <p>Money Measurement - Lengths and height</p> <p>Shape names & properties</p> <p>Multiplication & Division</p> <p>Fractions</p> <p>capacity</p>	<p>Number sense</p> <p>Addition and subtraction</p> <p>Money</p> <p>Multiplication and division</p> <p>Shape</p> <p>Time</p>
Science	<p>Life processes and living things Plants</p> <p>Animals, including humans</p> <p>Seasonal Changes</p>	<p>Life processes and living things Plants</p> <p>The Human Body-(Our super bodies) Children will identify, name, draw and label parts of the body and investigate the five senses.</p> <p>Seasonal Changes</p>	<p>Everyday Materials</p> <p>Identify, name and distinguish between an object and it's properties / uses.</p> <p>Seasonal Changes</p>

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Humanities	<p>History- Events beyond living memory: David Attenborough Chico Mendes, Conservationist</p> <p>Geography: Human & physical-finding out about our own environment. Place knowledge-make comparisons.</p>	<p>History: Look at the life of significant individuals in the past who have contributed to National/ international achievements</p> <p style="text-align: center;">The Veitch Family</p> <p style="text-align: center;">The Victorians</p> <p>Geography: Locational knowledge, human & physical & geographical skills/ fieldwork.</p> <p>(The seven continents/ five oceans)</p>	<p>History: Significant historical events, people and places in their own locality compared with others around the world.</p> <p>Geography: place knowledge.</p>
DT and Art	<p><i>Painting -Self-portraits -colour mixing</i></p> <p><i>Modelling opportunities- Diwali lanterns/ Christmas decorations</i></p> <p><i>Observational drawings-line/shape</i></p>	<p><i>Sea Landscapes/ experimenting with different paints and techniques (water colours/ marble paints).</i></p> <p><i>Sculpting -texture and form</i></p> <p><i>Model pirate ship collage</i></p>	<p><i>Explore materials-design and make puppets.</i></p> <p><i>Learn about artists-make links to their own work.</i></p>
PE	<p>Outdoor - Throwing, catching and striking games</p> <p>Indoor - gymnastics</p>	<p>Outdoor - space, scoring games</p> <p>Indoor - Dance</p>	<p>Outdoor- Short tennis</p> <p>Athletics</p>
RE	<p>Being Special: where do we belong?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Finding out about Christianity, Hinduism and Islam; rules and boundaries in everyday life and religions;</p> <p>Explore Festivals - Diwali, Hanukkah, Christmas.</p>	<p>What times/Stories are special and why?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Why are some stories special? Studying stories and morals in Christianity and Hinduism.</p> <p>Easter story and Christian celebration.</p>	<p>Why is the word 'God' so important to Christians?</p> <p>What places are special and why?</p> <p>Studying Christianity & Islam</p>
R-Time (PSHE and UNCRC articles)	<p style="text-align: center;">BEING HEALTHY</p> <p>12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously.</p> <p>19 - All children have the right to feel safe and be protected.</p>	<p style="text-align: center;">ENJOYING AND ACHIEVING</p> <p style="text-align: center;">ACHIEVING ECONOMIC WELL-BEING</p> <p>14 - All children have the right to think and believe what they want and to practise their religion.</p>	<p style="text-align: center;">BEING HEALTHY</p> <p>12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously.</p> <p>19 - All children have the right to feel safe and be protected.</p>

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<p>Learner Values</p>	<p>24 - All children have the right to good health and quality health care. All children should have clean water, nutritious food and a clean environment so they stay healthy</p> <p>29 - Education should teach children to respect their natural environment</p> <p style="text-align: center;">Responsible, Ethical, Collaborative,</p>	<p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p> <p>24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions.</p> <p>29 - Education should prepare children to live responsibly and peacefully in a free society.</p> <p>29 - All children should respect their natural environment.</p> <p>31 - All children have the right to play and relax, and join in a wide range of activities.</p> <p style="text-align: center;">Enquirer, Open minded, Respectful. Ethical,</p>	<p>24 - All children have the right to good health and quality health care. All children should have clean water, nutritious food and a clean environment so they stay healthy</p> <p>29 - Education should teach children to respect their natural environment</p> <p style="text-align: center;">MAKING A POSITIVE CONTRIBUTION</p> <p style="text-align: center;">STAYING SAFE</p> <p>12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously.</p> <p>13 - All children have the right to find out things, and say what they think through speaking, writing, drawing etc unless it breaks the rights of others</p> <p>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</p> <p>31 - All children have the right to play and relax, and join in a wide range of activities.</p> <p style="text-align: center;">Creative, Resilient, Reflective,</p>
<p>Music Charanga Music scheme</p>	<ol style="list-style-type: none"> 1. Learning a wide range of songs of different genres 2. Listen to/ recognise important sounds from the world (police/ ambulance/ fire sirens/). 3. Explore, create and combine sounds on percussion instruments for whole class stories, nursery rhymes and poems. 4. Introduction to musical instruments and their sounds. 	<ol style="list-style-type: none"> 1. Learning a wide range of songs of different genres 2. Use their voices expressively and creatively by singing songs and speaking in chants and rhymes. 3. Continue to explore musical instruments and their sounds. 	<ol style="list-style-type: none"> 1. Learning a wide range of songs of different genres 2. Play tuned and detuned instruments musically.

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ICT	<p>To use technology and the internet safely and responsibly</p> <p>To understand and create simple programs</p>	<p>To recognise common uses of IT beyond the school setting</p>	<p>To use technology to create, organise, store, manipulate and retrieve digital content</p>