

Ruby Class Yearly Overview 2018/2019

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

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Humanities	<p>History- Events beyond living memory: history of the oak tree and the villagers.</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>Bartholomew Roberts (Black Bart)</p> <p>Geography: Locational knowledge, human & physical & geographical skills/ fieldwork.</p>	<p>History: Significant historical events, people and places in their own locality compared with others around the world.</p> <p>A history of Walt Disney</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 style="text-align: center;">Leaders and teachers</p> <p>Find out about leaders and teachers in Judaism and Christianity; rules and boundaries in everyday life and religions;</p> <p>Explore Festivals - Diwali, Hanukkah, Christmas.</p>	<p style="text-align: center;">Believing/Story</p> <p>Why are some stories special? Studying stories and morals in Christianity and Judaism.</p> <p>Easter story and Christian celebration.</p>	<p style="text-align: center;">Celebrations</p> <p>How do we celebrate our journey through life? Studying Christian celebrations and our own achievements throughout the year.</p>
R-Time (PSHE and UNCRC articles) Learner Values	<p style="text-align: center;">BEING HEALTHY</p> <p><i>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.</i></p> <p><i>19 - All children have the right to feel safe and be protected.</i></p> <p><i>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</i></p> <p><i>29 - Education should teach children to respect their natural environment</i></p> <p style="text-align: center;">Responsible, Ethical, Collaborative,</p>	<p style="text-align: center;">ENJOYING AND ACHIEVING</p> <p style="text-align: center;">ACHIEVING ECONOMIC WELL-BEING</p> <p><i>14 - All children have the right to think and believe what they want and to practise their religion.</i></p> <p><i>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</i></p> <p><i>24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions.</i></p> <p><i>29 - Education should prepare children to live responsibly and peacefully in a free society.</i></p> <p><i>29 - All children should respect their natural environment.</i></p> <p><i>31 - All children have the right to play and relax, and join in a wide range of activities.</i></p> <p style="text-align: center;">Enquirer, Open minded,</p>	<p style="text-align: center;">BEING HEALTHY</p> <p><i>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.</i></p> <p><i>19 - All children have the right to feel safe and be protected.</i></p> <p><i>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</i></p> <p><i>29 - Education should teach children to respect their natural environment</i></p> <p style="text-align: center;">MAKING A POSITIVE CONTRIBUTION</p> <p style="text-align: center;">STAYING SAFE</p> <p><i>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.</i></p> <p><i>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</i></p>

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		<p style="text-align: center;"><i>Respectful.</i></p> <p style="text-align: center;"><i>Ethical,</i></p>	<p><small>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</small></p> <p><small>31 - All children have the right to play and relax, and join in a wide range of activities.</small></p> <p style="text-align: center;"><i>Creative,</i></p> <p style="text-align: center;"><i>Resilient,</i></p> <p style="text-align: center;"><i>Reflective,</i></p>
Music	<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.
ICT	<p>To use technology and the internet safely and responsibly</p> <p>To understand and create simple programs</p>	<ol style="list-style-type: none"> 4. To recognise common uses of IT beyond the school setting 	<p>To use technology to create, organise, store, manipulate and retrieve digital content</p>