

## Ruby Class Yearly Overview 2017/2018

Year Group/Phase: Year R/1		Academic Year: 2017/2018	
Term and theme	Autumn Heroes & Villains	Spring Space Invaders!	Summer Wonders of the world.
MoE/ English	Narrative Persuasive Poetry Character profile Diary entry Letter Writing Report	Non-fiction Report Diary entry Poetry Captain's log Persuasive	Non-fiction Factual Explanation Non-chron Report Formal letter
Maths	Number sense Addition and subtraction Money Length Shape Statistics Time	Number concepts Mental addition and subtraction Addition Subtraction Money Multiplication Division Fractions Measures Statistics Time	Number sense Addition and subtraction Money Multiplication and division Fractions Shape Time Statistics
Science	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.	Everyday materials -Uses of everyday materials. Properties of materials. Seasonal Changes	Life processes and living things Plants
Humanities	History- Events beyond living memory: The Stuarts The Great Fire of London	History: Look at the life of significant individuals in the past who have contributed to National/ international achievements	History: Significant historical events, people and places in their own locality compared with others around the world.

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	<p>&amp; the plague.</p> <p>Geography: finding out about our own environment and comparing with others, including those in fairy tales.</p>	<p><b>Neil Armstrong</b></p> <p>Geography: Look at aerial photos/ perspectives, recognise landmarks, human and physical features.</p>	<p>Geography: Name and locate the worlds seven continents and five oceans.</p>
<b>DT and Art</b>	<p>Self-portraits</p> <p>Diwali- lanterns</p> <p>Observational drawings in the local area</p>	<p>Space Landscapes/ experimenting with different paints and techniques.</p> <p>Model Rocket collage</p>	<p><i>Model/ clay work of monuments around the world</i></p>
<b>PE</b>	<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>
<b>RE</b>	<p><b>Leaders and teachers</b></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><b>Believing/Story</b></p> <p>Why are some stories special? Studying stories and morals in Christianity and Judaism.</p>	<p><b>Celebrations</b></p> <p>How do we celebrate our journey through life? Studying Christian celebrations and our own achievements throughout the year.</p>
<p><b>R-Time</b></p> <p><b>(PSHE and UNCRC articles)</b></p> <p><b>Learner Values</b></p>	<p><b>BEING HEALTHY</b></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><i>Responsible,</i></p> <p><i>Ethical,</i></p> <p><i>Collaborative,</i></p>	<p><b>ENJOYING AND ACHIEVING</b></p> <p><b>ACHIEVING ECONOMIC WELL-BEING</b></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><i>Enquirer,</i></p>	<p><b>BEING HEALTHY</b></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><b>MAKING A POSITIVE CONTRIBUTION</b></p> <p><b>STAYING SAFE</b></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</i></p>

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		<i>Open minded,</i>	<i>unless it breaks the rights of others</i>  <i>19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe.</i>  <i>31 - All children have the right to play and relax, and join in a wide range of activities</i>  <i>Creative,</i>  <i>Resilient,</i>  <i>Reflective,</i>
<b>French</b>	Greetings  My name  Numbers to 10  Some actions - 'Jacques a dit' ( Simon says )	Intro to verbs	On the farm- Animals Further action verbs
<b>Music</b>	<ol style="list-style-type: none"> <li>1. Learning a wide range of songs of different genres</li> <li>2. Listen to/ recognise important sounds from the world (police/ ambulance/ fire sirens/).</li> <li>3. Explore, create and combine sounds on percussion instruments for whole class stories, nursery rhymes and poems.</li> <li>4. Introduction to musical instruments and their sounds.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning a wide range of songs of different genres</li> <li>2. Drumming. Learning to read and interpret very simple notation...crotchets, quavers and rests. Explore, create and combine sounds on percussion instruments to accompany whole class stories and poems.</li> <li>3. Introduction to musical instruments and their sounds</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning a wide range of songs of different genres</li> <li>2. Drumming. Introducing more musical vocabulary...bars/bar lines etc</li> <li>3. Children writing a class piece for drumming each child writing a bar.</li> <li>4. Introduction to musical instruments and their sounds.</li> </ol>
<b>ICT</b>	<p>To use technology and the internet safely and responsibly</p> <p>To understand and create simple programs</p>	To recognise common uses of IT beyond the school setting	To use technology to create, organise, store, manipulate and retrieve digital content