

Ruby Class Yearly Overview 2020/2021

Year Group/Phase: Year R/1		Academic Year: 2020/2021	
Term and theme	Autumn A Dragon's Place	Spring A Time & a Place	Summer Australia
MoE/ English	Understanding the alphabet Labels, lists, captions Invitations Narrative-stories with predictable phrasing / familiar setting. Poems on a theme Character / setting description *Opportunities for personal recount (oral)	Non-fiction Letters Diary entry Poetry-using the senses, pattern and rhyme Character profile Instructions *Opportunities for personal recount	Explanation Non-chron report Formal letter / Poster Narratives-Story writing *Opportunities for personal recount Poetry-read, write perform
Maths	Place Value-Numbers to 5 Place Value- comparing groups Addition & Subtraction -within 5 Shape names Positional language Measurement-time	Place Value-Numbers to 10 Addition & Subtraction- Numbers to 5 Addition & Subtraction-Addition to 10 Money, Measurement - Lengths and height Geometry-Shape & Space	Geometry-Exploring patterns Addition and subtraction-Counting on & back Place Value-Numbers to 20 Multiplication and Division-Numerical patterns Measurement-Measure
Science	Animals, including humans Seasonal Changes	Life processes and living things Plants 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. Seasonal Changes
Humanities	History- Events beyond living memory: Dragons, knights & Castles Geography: Human & physical-finding out about our own environment. Place knowledge-make comparisons.	History: Look at the life of significant individuals in the past who have contributed to National/ international achievements Geography: Locational knowledge, human & physical & geographical skills/ fieldwork.	History: Significant historical events, people and places in their own locality compared with others around the world. Geography: place knowledge.

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		(The seven continents/ five oceans)	
DT and Art	<i>Painting -Self-portraits -colour mixing</i> <i>Modelling opportunities- Dragon eggs / Christmas decorations</i> <i>Exploring media- Marbelling Dragons</i>	<i>Landscapes/ experimenting with different paints and techniques (water colours/ marble paints).</i> <i>Sculpting -texture and form</i> <i>Model</i>	<i>Aboriginal Art-Australia.</i> <i>Learn about artists-make links to their own work.</i>
PE	Outdoor - Throwing, catching and striking games Indoor - Dance	Outdoor - space, scoring games Indoor - Gymnastics	Outdoor- Short tennis Athletics
RE	Being Special: where do we belong? Why do Christians perform Nativity plays at Christmas? Finding out about Christianity, Hinduism and Islam; rules and boundaries in everyday life and religions; Explore Festivals - Diwali, Hanukkah, Christmas.	What times/Stories are special and why? Why do Christians put a cross in an Easter garden? Why are some stories special? Studying stories and morals in Christianity and Hinduism. Easter story and Christian celebration.	Why is the word 'God' so important to Christians? What places are special and why? Studying Christianity & Islam
R-Time (PSHE and UNCRC articles) Learner Values	BEING HEALTHY 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. 19 - All children have the right to feel safe and be protected. 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 29 - Education should teach children to respect their natural environment Responsible,	ENJOYING AND ACHIEVING ACHIEVING ECONOMIC WELL-BEING 14 - All children have the right to think and believe what they want and to practise their religion. 19 - All children should be protected from violence, abuse or neglect. All children have the right to feel safe. 24 - All children have the right to the best healthcare education, advice and support possible to help them make informed decisions. 29 - Education should prepare children to live responsibly and peacefully in a free society.	BEING HEALTHY 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. 19 - All children have the right to feel safe and be protected. 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 29 - Education should teach children to respect their natural environment

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	<p><i>Ethical,</i></p> <p><i>Collaborative,</i></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><i>Enquirer,</i></p> <p><i>Open minded,</i></p> <p><i>Respectful.</i></p> <p><i>Ethical,</i></p>	<p>MAKING A POSITIVE CONTRIBUTION</p> <p>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><i>Creative,</i></p> <p><i>Resilient,</i></p> <p><i>Reflective,</i></p>
<p>Music</p> <p>Charanga</p> <p>Music</p> <p>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.
<p>ICT</p>	<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>

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