

PHSE

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it

I know how to store the feelings of success in my internal treasure chest

I can explain some of the ways I worked cooperatively in my group to create the end product

I can express how it felt to be working as part of a group

I can tell you why I think my body is amazing and can identify some ways to help keep it safe and healthy

I can recognise how being healthy helps me to feel happy.

I can make some healthy snacks and explain why they are good for my body

I can express how it feels to share healthy food with my friends

Computing

To explain what a given command will do

To act out a given word

To combine forwards and backwards commands to make a sequence

To combine four direction commands to make sequences

To plan a simple program

To find more than one solution to a problem

To choose a command for a given purpose

To show that a series of commands can be joined together

To identify the effect of changing a value

To explain that each sprite has its own instructions

To design the parts of a project

To use my algorithm to create a program

Geography

I can explain where I live in the U.K (United Kingdom) and tell you my address

I can use aerial photographs and plan to identify the key features of my school

I can create a simple map (eg: the school grounds)

I can orally express ideas and observations

I know the 4 main directions on a compass

I can locate Hull on a U.K map

I can tell you what I like and do not like about the place in which I live

I can describe some of the physical and human features of the environment around us

Where I live

Art

•I can manipulate a range of materials and use techniques such as clay-etching, printing and collage

•I can mix the primary colours and know how to mix them to create secondary colours

•I can create shades of a colour and choose and justify colours for purpose

• I can explore mark making, experiment with drawing lines and using 2D shapes to draw

•I can use sketchbooks through teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials

•I can manipulate a range of materials and use techniques such as clay-etching, printing and collage

Design and Technology

I use pictures, words and models to convey what I want to design.

I can use a range of ingredients to make a product.

I can tell you where my food comes from.

I understand the difference between fruits and vegetables.

Music

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)

Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

Science

I can explain how the weather changes throughout the year and name the seasons.

I can name, compare and group a variety of everyday materials and describe their simple, physical properties

I can distinguish between an object and the materials from which it is made.

I can identify and classify according to simple criteria

I can use observations and ideas to suggest answers to questions

R.E.

To talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.

To describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.

To retell and suggest meanings for some religious and moral stories and say how they influence people today.

P.E.

To explore travelling actions and use counts of 8 to move in time with the music.

To remember and repeat actions and respond imaginatively to a stimulus.

To copy, remember and repeat actions that represent the theme.

To copy, repeat, create and perform actions that represent the theme.

To use expression and create actions that relate to the story.

To use a pathway when travelling.

To copy, repeat and choose actions that represent the theme.

To show changes in expression, level and shape.

To develop knowledge about how exercise can make you feel.

To develop knowledge about how exercise can make you strong and healthy.

To develop knowledge about how exercise relates to breathing.

To develop my understanding of how exercise helps my brain.

To develop my understanding of how exercise helps my muscles.

To begin to understand the importance of daily exercise.

To develop racket and ball skills.

To develop control when handling a racket.

To develop hitting over a net.

