

PHSE

I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal. *I recognise when I feel worried and know who to ask for help*

I understand the rights and responsibilities for being a member of my class and school. *I recognise when I feel worried and know who to ask for help*

I understand the rights and responsibilities for being a member of my class. *I can help my class a safe and fair place*

I can listen to other people and contribute my own ideas about rewards and consequences. *I can help make my class a safe and fair place*

I understand how following the Learning Charter will help me and others learn. *I can work co-operatively*

I can recognise the choices I make and understand the consequences. *I am choosing to follow the Learning Charter*

I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). *I understand some ways in which boys and girls are similar and feel good about this*

I understand that bullying is sometimes about difference. *I can tell you how someone who is bullied feels I can be kind to children who are bullied*

I can recognise what is right and wrong and know how to look after myself. *I know when and how to stand up for myself and others I know how to get help if I am being bullied*

I understand that it is OK to be different from other people and to be friends with them. *I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend*

I can tell you some ways I am different from my friends. *I understand these differences make us all special and unique*

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)

History -

I can describe significant events from beyond living memory and explain cause and consequence

I can order events on a timeline from beyond my lifetime

I can sequence events that occurred during a historical period

I can spot old and new things in pictures

I can describe change beyond living memory

I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts

I can explain why a historical event happened and what happened as a result

I can describe changes over time in relation to one or more of the 4 key concepts

I can explain what an object from the past might have been used for

I can explain how historical events changed things

I can research the past using a variety of secondary sources

Science

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To group and classify things (Working Scientifically)

To use different types of Scientific enquiry to gather and record data, using simple equipment. (Working Scientifically)

To carry out simple comparative tests. (Working Scientifically)

Design and Technology

I can explore and evaluate a range of I design products that have a clear purpose based on my own design criteria.

I use a range of materials to make a product, including construction materials, textiles and ingredients and explain why the materials have been selected.

I can evaluate my ideas and products against set design criteria.

I can thread a needle, sew running stitch and pin and cut fabric.

Art

I can demonstrate a range of techniques to make repeating and non-repeating patterns

I can identify natural and man-made patterns and create patterns of my own.

R.E.

Express ideas and opinions about moral questions of right and wrong

Share ideas and examples of cooperation between people who are different

Let's Go To London

Geography

I can name the capital cities of England, Wales, Scotland and Northern Ireland

I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather

I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop

I can describe the facilities that a village, town and city may need, and give reasons

P.E.

To be able to plan and perform a sequence of coordinated movements including a balance

To be able to use balance, agility and coordination in a range of activities

To be able to send and receive

To be able to decide the best space to be in during a game

To be able to follow rules

To use hand-eye coordination to control a ball

To be able to catch a variety of objects

To be able to throw, hit or kick a ball with increasing accuracy

To be able to decide the best space to be in during a game

To be able to use tactics in a game when attacking and defending

To be able to follow rules