

## Science

I can gather and record data to help in answering questions.  
I can observe carefully using simple equipment.  
I can use observations and ideas to suggest answers to questions.  
I can perform simple tests, involving observations and the gathering and recording of data.  
I can identify and classify according to simple criteria.  
I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals).

I can group animals according to what they eat.

I can identify, name, draw and label basic parts of the human body. & I can say which part of the body is associated with each sense.

## Computing

I can identify technology.

I can identify a computer and its main parts.

I can use a mouse in different ways.

I can use a keyboard to type.

## P.E.

To be able to move and stop safely

To be able to throw underarm

To begin to catch more consistently

To be able to strike with a racket or bat

To be able to make my body curled, tense, stretched and relaxed

To be able to control my body when travelling and balancing in different ways

## PHSE

To be able to explain why the class is a happy and safe place to learn.

To be able to give different examples where you or others make the class happy and safe.

To be able to explain some ways that you are different and similar to other people in your class, and why this makes us all special

## R.E.

I know that we all belong to different groups.

I can talk about what it feels like to belong to my family.

I can describe special rituals or artefacts of a faith family

I can talk about how it feels to take part in a family ritual or ceremony

I can talk about rules which people follow each day

## 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 spot old and new things in pictures.

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

I can sequence events from within my lifetime on a timeline.

I can use words and phrases like: before, after, past, present, then and now.

I can describe change within living memory.

I can identify things that have changed or stayed the same during my lifetime and from time before living memory.

I can research the past using secondary sources

## As Time goes By

## Geography

I can name the 4 countries in the U.K. and locate them on a map.

I can name the capital city of England.

I can name the waters that surround the U.K.

## Art

• I am able to give my opinion and say why I like or dislike the work of other artists

• I can say something about the style of an artist or designer

Making skills: Craft, design, materials and techniques

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

Knowing and applying formal elements: Colour

• 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

Making skills: Drawing

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

## Design and Technology

I am beginning to design products using pictures and words based on a design criteria.

I can choose appropriate resources and tools to make a product.

I can use a range of materials to make a product, including construction materials.

I can evaluate my designs and products by saying how well they do the job they were designed for.

I can suggest points for improvement.

I am developing an awareness of different structures for different purposes.