

PHSE

I can explain why I have special relationships with some people and how these relationships help me feel safe and good about yourself.

I can explain how my qualities help these relationships

I know that everyone's family is different

I know that families are founded on belonging, love and care

I know that physical contact can be used as a greeting

I know how to make a friend

I know who to ask for help in the school community

I can express how it feels to be part of a family and to care for family members

I can say what being a good friend means

I can identify forms of physical contact I prefer

I can say no when I receive a touch they don't like

I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.

I can use the correct names for private parts of the body and give reasons why they are private.

I know the names of male and female private body parts

I know that there are correct names for private body parts and nicknames, and when to use them

I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these

I know who to ask for help if they are worried or frightened

I understand and accept that change is a natural part of getting older

I can suggest ways to manage change, e.g. moving to a new class

I can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

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 (improvising, 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)

Geography

Geography skills and fieldwork

I can orally express ideas and observations

Locational Knowledge

I can locate Hull on a U.K map

Human and physical geography

I can explain how the weather changes throughout the year and name the seasons (link to Science)

I can use a globe to identify the equator and north and south poles

Responsibility

I understand some of the ways that humans can affect the world around us.

Travelling the World

Computing

I can use a computer to write

I can add and remove text on a computer

I can identify that the look of text can be changed on a computer

I can make careful choices when changing text

I can explain why I used the tools that I chose

I can compare writing on a computer with writing on paper

I can label objects

I can identify that objects can be counted

I can describe objects in different ways

I can count objects with the same properties

I can compare groups of objects

I can answer questions about groups of object

History

I can know about a famous historical person in my local area and can explain why they are famous.

I can spot old and new things in pictures.

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

Science

Our changing world

Earth sciences

Earth and space -

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

Biology

Plants -

I can name, identify and describe the basic structure of a variety of common flowering plants, including trees

Working Scientifically

Identifying and classifying:

(identifying and naming materials/living things and making observations or carrying out tests to organise them into groups.) - I can identify and classify according to simple criteria

Observing over time:

(observing or measuring how one variable changes over time)

Looking for patterns:

(making observations or carrying out surveys of variables that cannot be easily controlled and looking for relationships between two sets of data)

R.E.

I can talk about my favourite day of the week and say why it is special

I can retell the creation story and how it relates to the Sabbath

I can explain how Shabbat is celebrated

I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat

I can say what happens on Shabbat

I can explain why having a regular time of peace or rest might be good for me and others

I can talk about my favourite place and say why it is special to me

I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue.

I can talk about special clothing Jews wear when visiting the synagogue

I can explain what happens when Jews visit the synagogue for worship and prayer I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed

P.E.

Athletics —I can move by running and jumping with control and care

I can explore throwing and catching using a range of techniques

Striking and Fielding - 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.

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.

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.

Art

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: Texture

• I can use materials to create textures

Knowing and applying formal elements: Colour

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

