Amazing Africa

P.E.
Athletics
To master basic throwing and catching.
To master basic running and jumping
Striking and Fielding
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

Computing
To say how music can make us feel
To identify that there are patterns in music
To describe how music can be used in different ways
To show how music is made from a series of notes
To create music for a purpose
To review and refine our computer work
To recognise that we can count and compare objects using tally charts
To recognise that objects can be represented as pictures
To create a pictogram
To select objects by attribute and make comparisons
To recognise that people can be described by attributes
To explain that we can present information using a computer

Science
Plants
To observe and describe the main changes as seeds and bulbs grow into mature plants.
To ask questions about what I notice (Working Scientifically)
To observe changes over time. (Working Scientifically)
To notice patterns in my observations or data. (Working Scientifically)
To find things out using secondary sources of information (Working Scientifically)
To group and classify things. (Working Scientifically)
To gather and record data to help me answer questions. (Working Scientifically)
Animals including Humans
To describe the basic needs of animals for survival and the main changes as young animals (including humans) grow into adults.
To notice that animals, including humans, have offspring that grow into adults.
To use different types of Scientific enquiry to gather and record data, using simple equipment . (Working Scientifically)
To notice patterns. (Working Scientifically)
To observe changes over time (Working Scientifically)
To find things out using secondary sources of information. (Working Scientifically)

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)

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression (using music terminology, responding, refining, describing, experimenting and exploring)

Geography
I can identify similarities and differences between two areas and sets of data
I can orally express ideas and observations clearly
I can name and locate the world's oceans on a map, globe and atlas
I can name the continents of the world and locate them on a map, globe and atlas
I can identify similarities and differences between where I live and a place outside Europe
I can identify the location of hot and cold areas of the world
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 understand some of the ways the world's climate is changing
I understand how everyday actions can help reduce waste, save energy and make the world more sustainable

R.E.
Islam
I can say what might make somebody important or special
I can say why Muhammad was chosen to be a prophet
I can say why events in the life of Muhammad were important to Islam
I can show how some of the sayings of Muhammad might help Muslims behave today
I can say who is special to me and say why
I can say what qualities I find important in special people
Humanism
I can say how I would like to be treated
I can say something a Humanist might choose to live by and how they might treat other people
I can talk about 3 things Humanists believe and how this might affect their actions
I can talk about a Humanist symbol and explain what it means
I can tell you how I might care for people, animals and the planet
I can say some things that Humanists might believe
I can say how Humanists might act in their daily live
I can say what I would do to look after the world and show people I care

Design and Technology

Structures: Baby Bear's Chair

I can create a class design criteria.

I can select from and use a range of tools and equipment to perform practical tasks.

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

I can explore and evaluate a range of existing products by looking at function and materials.

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

I can build structures, exploring how they can be made stronger, stiffer and more stable.

Art
I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences
I can create a 3D sculptural form
I can compose geometric designs by adapting the work of other artists to suit my own ideas
I can draw lines with increased skill and confidence
I can explore drawing techniques and begin to apply tone to describe form
I can use a range of materials to design and make a product using craft, weaving, print-making, sculpture and clay
I can recognise some of the styles of artists and designers and use these ideas to inform

PHSE
 To be able to explain why some things might make people feel uncomfortable in a relationship and compare this with relationships that make people feel safe and special.

To be able to use the correct terms to describe private parts of the body and explain why they are private.