

Art

- I can create a printed piece of art by pressing, rolling, rubbing and stamping.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.

Music

- I can create music in response to different starting points.
- I can improve my work.
- I can sing or clap increasing and decreasing tempo.

Design Technology

- I can join materials and components in different ways.
- I can measure materials to use in a model or structure.

Using the following skills:

Demonstrate a range of joining techniques such as gluing, taping or creating hinges.

Cut materials safely using tools provided.

Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

Explain what they are making and which materials they are using.

Design products that have a clear purpose and an intended user.

Use pictures and words to convey what they want to make.

Make products, using a range of tools to cut, shape, join and finish.

History

- I can use words and phrases like: before I was born, when I was younger
- I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning
- I can use the words 'past' and 'present' accurately
- I can use a range of appropriate words and phrases to describe the past
- I can sequence events about their own life
- I can explain how my local area was different in the past
- I can give examples of things that are different in my life from that of my grandparents when they were young
- I can find out something about the past by talking to an older person
- I can research the life of someone who used to live in their area using the Internet and other sources to find out about them

Geography

- I can explain how the jobs people do may be different in different parts of the world
- I can explain how the weather affects different people.
- I can name the continents of the world and find them in an atlas.
- I can locate some of the world's major rivers and mountain ranges.
- I can find the longest and shortest route using a map.
- I can use a map, photographs, film or plan to describe a contrasting locality outside Europe.
- I can make inferences by looking at a weather chart.
- I can make plausible predictions about what the weather may be like in different parts of the world.
- I can describe a place outside Europe using geographical words and compare it to a small area of the UK.
- I can name the world oceans and locate them on a map.



Computing

- I can explain what an algorithm
- I can give an example of an algorithm
- I can identify 'bugs' in computer programs
- I can fix a 'bug' and explain how I did it
- I can predict the outcome of a sequence of blocks on a programme
- I can use a computer to create a 3D model
- I can produce a video showing a sequence of events
- I can create a Stop Frame Animation

RE

- I can observe and recount different ways of expressing identity and belonging.
- I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions using words, music art or poetry.
- I can find out and respond with ideas to examples of co-operations between people who are different.
- I can find out about questions of right and wrong and begin to express my ideas and opinions.

MFL

- I can answer with a short phrase.
- I can use set phrases.
- I can choose the right word to complete a short sentence.
- I can read and understand short phrases.
- I can use simple dictionaries to find the meaning of words.

Science

- I can use simple equipment to make observations.
- I can suggest what I have found out.
- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

PE

Gymnastics

I can plan and show a sequence of movements on the floor
 I can use contrast in a floor sequence
 I can think of more than one way to create a sequence which follows a set of rules
 I can plan and show a sequence of movements on apparatus
 I can use contrast in a routine on apparatus
 I can control my movements
 I can work on my own and with a partner to create a sequence

Dance

I can perform an imaginative dance
 I can dance with control and co-ordination
 I can make a sequence by linking sections together
 I can link movements to show a mood or a feeling
 I can change rhythm, speed, level and direction in a dance
 I can copy and remember actions
 I can repeat and explore actions with control and co-ordination

Net Games

I can hit a ball, using forehand
 I can begin to develop my backhand stroke to hit a ball
 I can hit a ball using backhand and forehand
 I can hit a ball at a given target
 I can work with a partner to hit a tennis ball in a rally (exc. children using backhand/forehand)

Bat and Ball Games

I can throw a ball underarm to hit a target
 I can hold a Rounders bat correctly
 I can hit a ball with a Rounders bat
 I can hit a ball at a given target with a Rounders bat