

## COMPUTING

### Technology around us

- 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
- I can use the keyboard to edit text
- I can create rules for using technology responsibly



## ART AND DESIGN

### Aboriginal paintings

- I can use brushes of different sizes and types for particular effects
- I can explore different types of paint
- I can name and mix secondary colours
- I can mix and match colours to objects
- I can work on different scales
- I can explore adding black and white paint to create different tints/ tones

## P.E.

### Dance

- I can copy and remember moves and positions.
- I can move with careful control and coordination.
- I can link two or more actions to perform a sequence.
- I can choose movements to communicate a mood, feeling or idea.

### Outdoor ball games

- I can throw and catch ball on my own
- I can throw a ball to a partner
- I can catch a ball

## MUSIC

### Hey you

- I can take part in singing, accurately following the melody.
- I can follow instructions on how and when to sing or play an instrument.
- I can make and control long and short sounds, using voice and instruments.
- I can imitate changes in pitch.
- I can create a sequence of long and short sounds.
- I can clap rhythms.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can create short, musical patterns.
- I can create short, rhythmic phrases.
- I can use symbols to represent a composition and use them to help with a performance.
- I can identify the beat of a tune.
- I can recognise changes in timbre, dynamics and pitch.

## E- SAFETY

### Privacy & Security

- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).
- I can describe and explain some rules for keeping my information private.
- I can explain what passwords are and can use passwords for my accounts and devices.

## RE

### Creation

- I can describe some of the teachings of a religion
- I can recognise, name and describe some religious artefacts, places and practices.

## DESIGN AND TECHNOLOGY

- I can mark out and cut accurately and safely with scissors
- I can demonstrate a range of shaping techniques - tearing, folding, cutting, curling
- I can use temporary joins e.g. treasury tags, split pins, blue tac, paper fasteners
- I can use fixed joins e.g. glue, sellotape, staples + hinge

## Geography

- I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

## PSHE

### Being in my world

- 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 to make 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 cooperatively
- I understand how following the Learning Charter will help me and others learn
- I am choosing to follow the Learning Charter