

ART

Painting & mixed media: colour splash

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.

Music

Reflect, Rewind & Replay

- I can begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music

P.E.

Health & Fitness – Ball Chasing & Floor Work

- I use equipment appropriately and move and land safely.
- I can say how my body feels before, during and after exercise.
- I am aware of why exercise is important for good health.
- I am aware of the changes to the way I feel when I exercise.

Seaside

R.E

What makes some places sacred to believers?

- Recognise that there are special places where people go to worship, and talk about what people do there
 - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
 - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
 - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
 - Give simple examples of how people worship at a church, mosque or synagogue
 - Talk about why some people like to belong to a sacred building or a community
- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

PSHE

Changing Me

- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.
- I respect my body and understand which parts are private.
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.
- I can tell you what I like/don't like about being a boy/ girl.

HISTORY

How did we learn to fly?

- Identify important events surrounding the history of flight.
- Explain how a significant event has changed the lives of others.
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events in the past.
- Correctly order five events on a timeline.

Computing

Moving a robot

- I can describe a series of instructions as a sequence
- I can explain what happens when we change the order of instructions
- I can use logical reasoning to predict the outcome of a program (series of commands)
- I can explain that programming projects can have code and artwork
- I can design an algorithm
- I can create and debug a program that I have written