

Geography

- I can name and locate the world's continents and oceans
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- I can use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Art & Design

Dinosaur footprints

- I can create an indented print – polystyrene block
- I can create a repeated pattern – use 2+ colours, overlap, regular, irregular...
- I can experiment with over printing motifs and colour

History

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Significant people- Mary Anning



Dinosaurs



P.E.

Athletics & Gymnastics

- Moving and being still with basic control so that movements are performed with accuracy and clarity
- Repeating and co-ordinating simple movement combinations so that they link together effectively
- Using simple equipment with purpose and basic control
- Finding and using space quite well showing an awareness patterns of movement, others and basic safety
- Using a small range of compositional ideas with consistency

R.E.

Who is Muslin and how do they live (part 1)

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad
- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

E- Safety

Online Bullying

- I can describe how to behave online in ways that do not upset others and can give examples.
- I can give examples of bullying behaviour and how it could look online.
- I understand how bullying can make someone feel.
- I can talk about how someone can/would get help about being bullied online or offline

PSHE

Dreams and goals

- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.
- I know how to store the feelings of success in my internal treasure chest
- I can explain some of the ways I worked cooperatively in my group to create the end product.
- I can express how it felt to be working as part of this group.

Music

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

Computing

Digital Photography

I can capture digital photos and talk about my experience
I can experiment with different light sources
I can focus on an object
I can identify which images are real and which have been changed