

## PSHE

### Being in my world

- I understand the rights and responsibilities as a member of my class
- I know that I belong to my class
- I understand the rights and responsibilities of being a member of my class
- I know how to make my class a safe place for everybody to learn
- I know my views are valued and can contribute to the Learning Charter
- I can recognise how it feels to be proud of an achievement
- I can recognise the choices I make and understand the consequences
- I can recognise the range of feelings when I face certain consequences
- I understand my rights and responsibilities within our Learning Charter
- I can understand my choices in following the Learning Charter

## ART AND DESIGN

### Columbus ship collage

- I will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Henri Matisse
- I can create images from a variety of media – fabric, photocopies, crepe paper, magazines...
- I can collect, sort, group materials for different purposes in different ways
- I can arrange and glue materials to different backgrounds - fold, crumple, tear, overlap papers

## History

- I can recount changes that have occurred in my own life
- I can place events and artefacts in order on a time line.
- I can label time lines with words or phrases such as: past, present, older and newer.
- I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- The story and life of Christopher Columbus
- I can describe historical events.
- I can describe significant people from the past.
- I can recognise that there are reasons why people in the past acted as they did.
- I can identify some of the different ways the past has been represented.

## Design Technology

### Creating a floating ship

- I can talk about realistic ideas for their design (use previous experiences)
- I can draw labelled pictures
- I can give simple verbal or written explanations
- I can model ideas
- I can consider purpose and appeal for audience
- I can evaluate against design criteria
- I can evaluate and explore a range of existing products
- I can suggest improvements and next steps
- I can learn about designers/ inventors
- I can create stable, free standing structures by tearing, folding, cutting, rolling, curling, joining paper/ card + combining materials to strengthen
- I can use fixed joins e.g. glue, sellotape, staples + hinges
- I can learn about designers/ inventors
- I can use a hole punch or a stapler

### Columbus ship sandwich

- I can use the basic principles of a healthy and varied diet to prepare dishes
- I can understand where food comes from.



# Explorers

## Geography

- I can name and locate the world's 7 continents and 5 oceans
- I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

## 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

## R.E.

### Creation

#### I can make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

#### I can understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

#### I can make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

## 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

## 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.

## Music

### Reflect, rewind and replay

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