

GEOGRAPHY

- 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

Music

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

Computing

Grouping Data

- I can group objects in more than one way
- I can decide how to group objects to answer a question
- I can record and share what I have found

Online Safety

- I can use the internet to find things out.
- I can use keywords in search engines and use voice-activated searching.
- I can explain why some information I find online may not be true.

ART

Clay trophy

- I can manipulate clay in a variety of ways
- I can explore the work of a sculptor
- I can develop a design
- I can work safely with clay tools
- I can add texture to clay models

GIANTS

R.E

Who is Jewish and how do they live? Part 1

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

P.E.

Net Games

- To move and be still under basic control so that movements are performed with accuracy and clarity
- To repeat and co-ordinate simple movement combinations so that they link together
- To use simple equipment with purpose and basic control
- To find and use space well showing an awareness of others and basic safety
- How to use simple tactical, compositional and exercising ideas with consistency
- Explore and use a small range of basic tactical, compositional and exercising ideas with some prompting

Gymnastics

- To move, stop and remain still with balance and clarity of movement and shape
- To repeat simple combinations of skills and actions showing coordination and changes in direction and speed
- To use a range of skills that make use of equipment with some consistency and accuracy
- To be able to use their own and others' ideas for movements, tactics and compositions
- To be able to combine movements and actions with some flow and purpose

PSHE

Healthy Me

- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
- I can recognise how being healthy helps me to feel happy.
- I can make some healthy snacks and explain why they are good for my body.
- I can express how it feels to share healthy food with my friends