

History

Hi1/1.1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Hi1/1.3 Significant historical events, people and places in their own locality.

	I can describe key changes in our school from the past to present day.	
	I can use different primary and secondary sources to ask and answer questions about the past.	
	I can compare our school and local area now and in the past. I can draw conclusions from what I've learnt.	

Music

Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Mu1/1.2 Play tuned and untuned instruments musically

Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.

Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.

	I can use my voice to make a variety of sounds.	
	I can describe the sounds I can make with my body, using adjectives/adverbs linked to mood.	
	I can compare the similarities and differences between sounds.	

Art

Ar1/1.1 To use a range of materials creatively to design and make products.

Ar1/1.2 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Ar1/1.4 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.

	I can outline the common features on a face.	
	I can choose a media that suits the purpose.	
	I can evaluate the strengths and next steps of my work.	

Science

Animals Including Humans

Sc1/2.2d Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

	I can name each of the 5 senses. I can label each sensory organ.	
	I can test how we use our senses. I can ask questions about how we use our senses.	
	I can explain the importance of each sense. I can create an information poster, summarising each sense.	

Working Scientifically

Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways.

Sc1/1.2 Observing closely, using simple equipment.

Sc1/1.4 Identifying and classifying.

Sc1/1.5 Using their observations and ideas to suggest answers to questions.

Sc1/1.6 Gathering and recording data to help in answering questions.

Term 1

All About Me

All About My Body



Computing

Co2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Co2/1.2 Create and debug simple programs.

Co2/1.3 Use logical reasoning to predict the behaviour of simple programs.

	I can list and match buttons to commands on the Beebot.	
	I can modify my commands if the sequence appears 'bugged'.	
	I can assess the effectiveness of my commands. I can summarise some 'key tips' for children using the Beebots; based on what I have learnt.	

DT

DT1/1.2 Make

DT1/1.2a Select from and use a range of tools and equipment to perform practical tasks.

DT1/1.2b Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

DT1/1.3 Evaluate

DT1/1.3a Explore and evaluate a range of existing products.

DT1/1.3b Evaluate their ideas and products against design criteria.

	I can select materials to suit my design. I can describe key features of my design.	
	I can choose materials and techniques for joining and fixing materials.	
	I can revise my initial design if required. I can evaluate the strengths and next steps of my finished product.	

DT1/2.1 Cooking & Nutrition (c/c Science)

DT1/2.1a Use the basic principles of a healthy and varied diet to prepare dishes

DT1/2.1b Understand where food comes from.

Geography

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries.

Ge1/1.4c 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.

Ge1/1.4d 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.

Ge1/1.1 Location Knowledge

Ge1/1.1b Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

	I can name the four countries in the UK. I can discuss key features in my local landscape.	
	I can create simple maps and keys. I can compare common features of the countries and capital cities in the UK.	
	I can explain the key features of my local landscape. I can explain my map and key-relating it to the local landscape.	