

## History

	I can <b>name</b> 5 important events which have happened in my life.	
	I can <b>explain</b> why the events are important to me.	
	I can <b>create</b> a timeline of my life so far.	

Hi1/1.1 changes within living memory.

## Music

	I can learn and <b>remember</b> the words to a range of songs.	
	I can <b>explore how to perform in a 'rap' style.</b> I can <b>use my voice and other instruments to perform to a rhythm.</b>	
	I can <b>suggest</b> ways in which I could improve on my performance.	

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

## PSHE

	I understand that there are different ways to keep myself healthy.	
	I can suggest why it is important to keep myself clean. I can explain how medicines can be used safely.	
	I can <b>create</b> healthy menus. I can <b>explore</b> the benefits of regular exercise.	

**Developing a healthy, safer lifestyle**<sup>3</sup>. Pupils should be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

## Science

	I can <b>name</b> the 5 main food groups.	
	I can <b>categorise</b> foods into different groups. I can <b>explain</b> why we need to eat foods from different groups.	
	I can <b>plan</b> my investigations. I can <b>summarise</b> my conclusions. I can use my findings to help me <b>choose</b> further questions to investigate.	

### Animals including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Art

	I can <b>select</b> tools and materials to construct 3D artwork.	
	I can <b>experiment</b> with mark marking using different tools and textures. I can use a range of drawing techniques.	
	I can <b>design</b> and <b>create</b> my plate of food applying knowledge from Science lessons. I can <b>design</b> my 'Superfruit' t-shirt. I can <b>create</b> a repeating pattern using printing techniques.	

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

# Term 3

# Eat Your Peas!

## Computing

	I can <b>understand</b> that information can be presented in different ways.	
	I can <b>choose</b> a question. I can <b>collect</b> the data.	
	I can select appropriate tools to <b>create</b> a graph. I can <b>answer</b> questions about my graph.	

Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content

## Geography

	I can <b>list</b> 8 fruits and vegetables which are grown in Brazil.	
	I can <b>explain</b> why these types of fruit and vegetables are commonly grown in Brazil.	
	I can <b>compare</b> fruit and vegetables grown in the UK to Brazil.	

### Human and Physical Geography

Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles