

## PSHE

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|  | I can <b>list</b> features of a healthy lifestyle.<br>I can <b>name</b> different kinds of healthy foods.   |
|  | I can <b>describe</b> components of a healthy lifestyle.<br>I can <b>discuss</b> the importance of keeping physically and emotionally safe.   |
|  | I can <b>explain</b> the effects of exercise on my body.<br>I can <b>evaluate</b> case studies and make <b>suggestions</b> for <b>improvements</b> with diet and lifestyle choices. |

## 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.

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|  | I can <b>describe</b> key changes in our school from the past to present day.   |
|  | I can <b>use</b> different primary and secondary sources to ask and answer questions about the past.                        |
|  | I can <b>compare</b> our school and local area now and in the past.<br>I can <b>draw conclusions</b> 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.

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

## 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.

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|  | I can <b>select</b> materials to suit my design.<br>I can <b>describe</b> key features of my design.                      |
|  | I can <b>choose</b> materials and techniques for joining and fixing materials.  |
|  | I can revise my initial design if required.<br>I can <b>evaluate</b> 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.

## 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.

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

## Term 1

# All About Me All About My Body



## 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.

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

## 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.

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

## 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.

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