




## 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 <b>select</b> different media to create effects.	
	I can <b>use</b> different media to create pictures of fireworks.	
	I can <b>argue</b> my opinion on the most successful effects created.	

## Geography

### Ge1/1.3 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.

	I can <b>identify</b> places on a map of the world.	
	I can <b>ask questions</b> about weather patterns and climates.	
	I can <b>make connections</b> between countries locality and their weather patterns. I can <b>compare</b> weather in different countries.	

## History

Hi1/1.3 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Hi1/1.2 Events beyond living memory that are significant nationally or globally.

	I can <b>list</b> key dates and facts. I can <b>order</b> events chronologically.	
	I can <b>create</b> a drama sketch to <b>summarise</b> key events in the moon landing. I can <b>use</b> ICT to research.	
	I can <b>summarise</b> significant times in Neil Armstrong's life.	

## 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.

### DT1/1.4 Technical Knowledge




DT1/1.4a Build structures, exploring how they can be made stronger, stiffer and more stable.

DT1/1.4b Explore and use mechanisms, in their products.

### DT1/2.1 Cooking & Nutrition

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

DT1/2.1b Understand where food comes from.




	I can <b>arrange</b> materials showing an appreciation of audience and purpose.	
	I can <b>apply</b> cutting and joining skills to make 3D effects.	
	I can <b>devise</b> a pop-up mechanism.	

# Term 2 The X Factor



## Computing

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

	I can <b>repeat</b> skills I have learnt (changing font size/colour/style. Saving and locating files)	
	I can <b>choose</b> suitable colours and effects for my design. I can <b>compare</b> my design with my printed piece.	
	I can <b>design and create</b> a digital Christmas card and greeting. I can <b>evaluate</b> my finished piece.	

## Science (see Science books)




### Seasonal Change

Sc1/4.1a Observe changes across the 4 seasons.

Sc1/4.1b Observe and describe weather associated with the seasons and how day length varies.

### Plants

Sc1/2.1a Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

	I can <b>list</b> each of the seasons in order.	
	I can <b>identify</b> key features of each season. I can <b>identify</b> evergreen and deciduous trees in Autumn.	
	I can <b>describe</b> how each season affects day length and weather. I can <b>explain</b> the changes that happen to deciduous trees in Autumn.	




### Everyday Materials

Sc1/3.1a Distinguish between an object and the material from which it is made.

Sc1/3.1b Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Sc1/3.1c Describe the simple physical properties of a variety of everyday materials.

Sc1/3.1d Compare and group together a variety of everyday materials on the basis of their simple physical properties.

	I can <b>name</b> a variety of materials. I can <b>match and group</b> objects based on their material.	
	I can <b>choose</b> materials suited to a purpose. I can <b>predict</b> the best material for the job in a given situation.	
	I can <b>describe</b> the properties of materials. I can <b>evaluate</b> the strengths of common materials.	

### 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.




## 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 <b>listen</b> to songs with concentration.	
	I can <b>experiment</b> with my voice and actions to go with songs. I can <b>use</b> my voice expressively; singing songs.	
	I can <b>contrast</b> songs and give my <b>opinion</b> on my most/least favourite.	