







### Music: Hey, You!

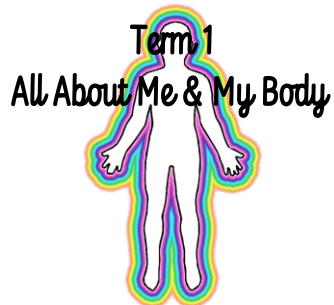
- Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Mu1/1.2 Play tuned and untuned instruments musically
- Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.
- Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.

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|  | I can recognise/identify very simple style indicators and different instruments used.<br>I can march, clap, tap my knees, move to find and internalise the pulse.  |
|  | I can understand what it means to find the pulse.<br>I can improvise using very simple patterns with my voice and an instrument.<br>I can create my own simple rhythmic patterns.<br>I can perform your own rhythms and melodies with confidence.<br>I can play a classroom instrument as part of a group. |
|  | I can work collaboratively and understand my role in the group.<br>I can evaluate and appraise my own and others performance.  |

### History: How Has Our School Changed?

- 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 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.<br>I can draw conclusions from what I've learnt. |



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| <b>R.E:</b>    | What does it mean to belong to a faith community?<br>(See Big Book)         |
| <b>PSHE:</b>   | Mental Health Matters:<br>How can I describe my feelings?<br>(See Big Book) |
| <b>French:</b> | Greetings and Manners   |




### Art: It's All About Me!

- 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 outline the common features on a face.<br>I can name different colours.   |
|  | I can choose a media that suits the purpose.<br>I can create a 3D piece of artwork to show my favourite meal.<br>I can describe colours using different language. |
|  | I can evaluate the strengths and next steps of my work.<br>I can create colours using colour mixing.  |

### Geography: Where Do I Live?

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




### Computing: Maze Explorers: Beebots

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

### D.T: Following Instructions: Cutting and Joining

- 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 select materials to suit my design.<br>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.<br>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.