



Science - Plants

I can observe and describe how seeds and bulbs grow into mature plants.

I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Art - Observational Drawing

I can suggest ways to draw a word through marks.

I can use relevant language to describe how an object feels.

I can suggest ways to create different textures through drawn marks.

I can freely experiment with different tools, receiving encouragement when needed.

I can describe and then draw shapes that make up an object.

I can use good observational skills to add details to their drawing.

I can use an interesting range of marks that show an understanding of how to draw different textures.

I can make sketches, which may be of basic stick-like figures or may imply more shapes.

I can develop sketches into a character, with some support, adding details to enhance their character.

I can demonstrate an understanding of how drawing facial features in different ways conveys expressions.

I can recount a story and select key events to draw.

I can create scenes from their own imagination, with some support.

DT- Mechanisms

I can design and label a wheel.

I can consider the designs of others and make comments about their practicality or appeal.

I can consider the materials, shape, construction and mechanisms of their wheel.

I can label their designs.

I can build a stable structure with a rotating wheel.

I can test and adapt their designs as necessary.

I can follow a design plan to make a completed model of the wheel.

PE and Dance

I can watch and describe a performance and use what I see to improve on my own performance.

I can run, jump and throw demonstrating control.

RE- Islam

I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.

PSHE - Economic Wellbeing

I can explain where adults get money from.

I can explain the difference between wants and needs.

I can recognise that saving might be necessary to buy the things we want.

I can explain that banks are a safe place to keep money.

I can consider different factors when choosing a bank account.

I can recognise that different jobs require different skills.

Geography - By the sea

What is it like to live by the coast?

I can name and locate the seas and oceans surrounding the UK in an atlas.

I can label these on a map of the UK.

I can describe the location of the seas and oceans surrounding the UK using compass points.

I can define what the coast is.

I can locate coasts in the UK.

I can name some of the physical features of coasts.

I can explain the location of UK coasts using the four compass directions.

I can name features of coasts and label these on a photograph.

I can identify human features in a coastal town.

I can describe how people use the coast.

I can follow a prepared route on a map.

I can identify human features on the local coast.

I can record data using a tally chart.

I can represent data in a pictogram.

I can describe how the local coast has been used.

Computing- Data and information – Pictograms

I can recognise that we can count and compare objects using tally charts.

I can recognise that objects can be represented as pictures.

I can create a pictogram.

I can select objects by attribute and make comparisons.

I can recognise that people can be described by attributes.

I can explain that we can present information using a computer.

Music- On this Island.

I can sing, play and follow instructions to perform as a group.

I can describe music using simple musical vocabulary.

I can explore multiple ways of making the same sound.

I can represent the same sound in different ways.

I can describe how I have adapted a sound using musical vocabulary.

I can contribute musically to a final performance.

I can create a piece that clearly represents a particular environment.

I can extend a piece of music so that it represents three distinct environments.