



Science

- ◆ Identify and name common animals.
- ◆ Classify mammals and fish
- ◆ Describe and compare the structure of fish and mammals.
- ◆ Identify that most living things live in habitats that they are suited to
- ◆ Describe how aquatic animals obtain their food from plants and other animals using the idea of a simple food chain.

RE

- ◆ I can retell the story of creation . Who Made The World?
- ◆ I can think , talk and ask questions about living in an amazing world.

Geography

- ◆ Name and describe familiar places.
- ◆ I can describe seasonal weather changes.
- ◆ Name and locate the 7 continents and 5 oceans.
- ◆ Use basic geographical vocabulary to describe physical features.

Computing

- ◆ I can use a program to create a simple document.
- ◆ I know to tell an adult if I see anything worrying online.
- ◆ I can find, open, edit and save a file that I am working.
- ◆ I can use different software programs and discuss the benefits of their usage.
- ◆ I know I need to keep my personal information private.

Music

- ◆ Understand that dynamics describes how quiet or loud a piece of music is .
- ◆ I can work and perform as part of an ensemble.
- ◆ Understand that timbre describes the character or quality of sound.
- ◆ I can use tuned and untuned classroom percussion to compose and improve music.

History

- ◆ Describe some simple similarities and differences between artifacts.
- ◆ Sort artefacts from past and present.
- ◆ I can understand key features of events.
- ◆ Discuss the lives of significant individuals in the past who have contributed to national and international achievements.

Art / DT

- ◆ I can make different marks using different techniques.
- ◆ Know the names of tools and techniques that he or she uses.
- ◆ Explain their opinions about what they like of others.
- ◆ Know that different artistic works are made by craft people from different cultures and times.

PE

- ◆ Maintain balance when walking along a straight line. Zig zag through a series of markers./ varying distances.
- ◆ Hop on the spot using the same foot, jump for distance or height with a controlled landing, develop the movement to moving a long a line.
- ◆ Catch and throw a beanbag and a small ball (under arm). Develop to over arm.
- ◆ Establish a sequence of actions and skills which have a clear beginning and ending.
- ◆ Structure sequences of actions and skills , in different orders, to improve performance: speed , level and directions.

PSHE

- ◆ Identify the importance of friends and family.
- ◆ Listen to advice and share a view or opinion.
- ◆ State the characteristics of a good friend.
- ◆ Understanding that some relationships can be challenging at times.