

<p><b>D&amp;T</b> DT1-I can use ideas from other people when I am designing. DT2-I can produce a plan and explain it. DT3-I can evaluate and suggest improvements for my designs. DT4-I can evaluate products for both their purpose and appearance. DT5-I can explain how I have improved my original design. DT6-I can present a product in an interesting way. DT7-I can measure accurately. DT8-I can persevere and adapt my work when my original ideas do not work. DT9-I know how to be both hygienic and safe when using food.</p>		W	M	E	<p><b>History</b> H1-I can plot events on a timeline using centuries. H2-I can use my mathematical skills to round up time differences into centuries and decades. H3-I can explain how the lives of wealthy people were different from the lives of poorer people. H4-I can explain how historic items and artefacts can be used to help build up a picture of life in the past. H5-I can explain how an event from the past has shaped our life today. H6-I can research two versions of an event and explain how they differ. H7-I can research what it was like for children in a given period of history and present my findings to an audience.</p>		W	M	E	<p><b>Music</b> M1-I can perform a simple part rhythmically. M2-I can sing songs from memory with accurate pitch. M3-I can improvise using repeated patterns. M4-I can use notation to record and interpret sequences of pitches. M5-I can use notation to record compositions in a small group or on my own. M6-I can explain why silence is often needed in music and explain what effect it has. M7-I can identify the character in a piece of music. M8-I can identify and describe the different purposes of music. M9-I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p>		W	M	E
<p><b>Geography</b> G1-I can carry out research to discover features of villages, towns or cities. G2-I can plan a journey to a place in England. G3-I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). G4-I can explain why people may be attracted to live in cities. G5-I can explain why people may choose to live in one place rather than another. G6-I can locate the Tropic of Cancer and Tropic of Capricorn. G7-I can explain the difference between the British Isles, Great Britain and the United Kingdom. G8-I know the countries that make up the European Union. G9-I can find at least six cities in the UK on a map. G10-I can name and locate some of the main islands that surround the United Kingdom. G11-I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p>		W	M	E	<p><b>Art</b> A1-I can show facial expressions and body language in sketches and paintings. A2-I can use marks and lines to show texture in my art. A3-I can use line, tone, shape and colour to represent figure and forms in movement. A4-I can show reflections in my art. A5-I can print onto different materials using at least four colours. A6-I can sculpt clay and other mouldable materials. A7-I can integrate my digital images into my art. A8-I can experiment with the styles used by other artists. A9-I can explain some of the features of art from historical periods.</p>		W	M	E			W	M	E
<p><b>Science</b> <i>Living things and their habitats</i> SP1- I can group living things in different ways. Sp2- I can use classification keys to group, identify and name living things. SP3-I can create classification keys to group, identify and name living things (for others to use). SP4- I can describe how changes to an environment could endanger living things.  <i>Animals, including humans</i> SA1-I can identify and name the parts of the human digestive system. SA2-I can describe the functions of the organs in the human digestive system. SA3-I can identify and describe the different types of teeth in humans. SA4-I can describe the functions of different human teeth. SA5-I can use food chains to identify producers, predators and prey. SA6-I can construct food chains to identify producers, predators and prey.</p>		W	M	E	<p><b>Science</b> <i>Sound</i> SS1- I can describe how sound is made. SS2- I can explain how sound travels from a source to our ears. SS3- I can explain the place of vibration in hearing. SS4- I can explore the correlation between pitch and the object producing a sound. SS5- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. SS6- I can describe what happens to a sound as it travels away from its source. <i>Electricity</i> SE1- I can identify and name appliances that require electricity to function. SE2- I can construct a series circuit. SE3- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). SE4- I can draw a circuit diagram. SE5- I can predict and test whether a lamp will light within a circuit. SE6- I can describe the function of a switch in a circuit. SE7- I can describe the difference between a conductor and insulators; giving examples of each. <i>States of matter</i> SM1- I can group materials based on their state of matter (solid, liquid, gas). SM2- I can describe how some materials can change state. SM3- I can explore how materials change state. SM4- I can measure the temperature at which materials change state. SM5- I can describe the water cycle. SM6- I can explain the part played by evaporation and condensation in the water cycle</p>		W	M	E	<p><b>Science</b> <i>Working scientifically</i> SWS 1 - I can ask relevant scientific questions. SW2- I can use observations and knowledge to answer scientific questions. SW3-I can set up a simple enquiry to explore a scientific question. SW4- I can set up a test to compare two things. SW5- I can set up a fair test and explain why it is fair. SW6- I can make careful and accurate observations, including the use of standard units. SW7-I can use equipment, including thermometers and data loggers to make measurements. SW8-I can gather, record, classify and present data in different ways to answer scientific questions. SW9-I can use diagrams, keys, bar charts and tables; using scientific language. SW10-I can use findings to report in different ways, including oral and written explanations, presentation. SW11-I can draw conclusions and suggest improvements. SW12-I can make a prediction with a reason.</p>	On-going throughout			