

## Art

- I can use charcoal, pencil and pastel to create art
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint.
- I can make a clay object.
- I can create a piece of art in response to the work of another artist.

## Music

- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can play simple rhythmic patterns on an instrument.
- I can choose sounds, which create an effect.
- I can order sounds to create a beginning, middle and an end.
- I can listen out for particular things when listening to music.

## PSHE

- I know that people have responsibilities to protect people and living things.
- I know how to protect other people's bodies and feelings.
- I understand about strategies to resist teasing or bullying if I experience or witness it.
- I understand the rules for keeping safe online.
- I know that I have responsibility for keeping myself and others safe when online – e.g. when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- I know what is meant by privacy.
- I understand my right to keep things private
- I understand the importance of respecting others privacy.
- I can recognise that I share responsibility for keeping myself and others safe.
- I know when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- I understand the benefits of reducing the amount of time I spend online. And electronic devices.

## History

- I can sequence a set of objects in chronological order and give reasons for their order.
- I can understand and explain why the fire broke out.
- I can explain the main events of the great fire of London.
- I can explain the results of the great fire of London.
- I can explain what makes cities safe from great fires today.
- I can recognise what a diary is.
- I can understand what an eye witness account is and explain why they may vary (Samuel Pepys) and recognise how useful it is to us for finding out about what happened in the past.
- I can research about a famous event that happened in Britain using different sources.
- I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.
- I can understand and explain how London was rebuilt after the fire.
- I can explain why different building materials were used.

## Geography

- I can find where I live on a map of the United Kingdom
- I can say how people may spoil the area.
- I can say how people try to make the area better.
- I can explain what makes a locality special.
- I can say what I like and do not like about my locality and another locality like the seaside.
- I can find out about a locality by asking some relevant questions to someone else.
- I can devise a simple map of our school grounds with a key, showing human and physical features.
- I can describe some human features of my locality, such as the jobs people do.
- I can describe some physical features of their own locality.



## Computing

- E-safety
- Coding
- Spreadsheets

## RE

- I can tell you when I have been kind to others even when it was difficult.
- I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.
- I can say if I think Christians should be kind and give a reason.
- I can say how I could help solve a problem by showing love.
- I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
- I can tell you why Christians think God gave Jesus to the world.

## MFL

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase.

## Science

- I can ask simple questions and recognise they can be answered in different ways.
- I can observe closely, using simple equipment.
- I can identify and classify.
- I can perform simple tests.
- I can use observations and ideas to suggest answers to questions.
- I can gather and record data to help answer questions.
- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

- Throwing **PE** ing & catch-skills
- Athletics
- Dance
- Gymnastics

## Design Technology

- I can explain what went well with my work.
- I can measure materials to use in a model or structure.