

**Science**

I can distinguish between an object and the material from which it is made.  
 I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  
 I can describe the simple physical properties of a variety of everyday materials.  
 I can compare and group together a variety of everyday materials on the basis of their simple physical properties.  
 I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
**Uses of everyday materials**  
 I can identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.  
 Working Scientifically  
 I can observe closely using simple equipment.  
 I can identify and classify.  
 I can record my findings using drawings, diagrams, photographs, simple prepared formats such as tables.  
**British Values – Rule of Law**  
 Should all workplaces and homes be made to recycle all items that can be recyclable? How can we make sure that everyone is recycling?

**Understanding English, communication and languages****Comprehension**

I understand the books I can already read accurately and fluently by:

- drawing on what I already know or on background information a vocabulary provided by the teacher

checking that the book makes sense to me as I read and correct inaccurate reading.  
 I understand the stories I read by:

- inferring what characters might be like from what they say and do
- answering and asking questions such as: 'who did what to whom?', 'when?', 'how?' and 'why?'
- predicting what might happen on the basis of what has been read so far
- discussing my favourite words and phrases.

I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.  
 I am beginning to listen to, discuss and express views about poetry, stories and non-fiction at a level beyond that which I can read independently.  
 I can participate in discussion about books and other works that are read to me and those I can read for myself, taking turns and listening to what others say.

**Grammar and punctuation**

I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.  
 I can write sentences with different forms: statement, question, exclamation.  
 I expand noun phrases to describe and specify, e.g. the blue butterfly.

**Handwriting**

I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.  
 I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

**Traditional Tales**

I can write a new fairy tale which has a beginning, a middle and an end.  
 I can include traditional fairy tale phrases, e.g. *Once upon a time...*, *...happily ever after*.  
 I use adjectives to build effective descriptions of the characters and setting.  
 I can include conjunctions to link ideas.  
 I can begin use a variety of sentence openers.  
 Purpose: for children to explore and record what they know about the characters in a fairy tale  
 Purpose: for children to understand how a character affects other characters and events in a story  
 Purpose: for children to use their own stories to develop their own storytelling techniques and an awareness of the effects of their use of language in writing

**Instructions**

To write a clear set of instructions for making a thaumatrope. I can write instructions that are in a clear order to make them easy for the reader to follow.  
 I can include clear and complete sentences that begin with adverbs of time.  
 I use adverbs of manner to clearly show the reader how to make a thaumatrope, e.g. *carefully*, *gently*.

**Speaking and Listening**

I can speak clearly and confidently so that others can hear me.  
 I can listen to what other people are saying.  
 I am beginning to listen to, discuss and express views about poetry, stories and non-fiction at a level beyond that which I can read independently.  
 I can participate in discussion about books and other works that are read to me and those I can read for myself, taking turns and listening to what others say.

**Mathematical understanding****Inspire Units****Unit 11: Money**

ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  
 ask and answer questions about totalling and comparing categorical data.

**Unit 8: Length**

interpret and construct simple pictograms, tally charts, block diagrams and simple tables

**NC Measures expectations**

I recognise and use symbols for pounds (£) and pence (p)  
 recognise notes of different values  
 combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money  
 add and subtract money of the same unit.

I can compare and order lengths, mass, capacity and record the results

- Using >, < and =.
- involving addition and subtraction.

**British Values-Rule of Law**  
 How much profit is a business entitled to?

**Computing****Digital literacy**

I can organise digital content.  
 I can retrieve and manipulate digital content.  
 I can use a range of technology programs and log in independently.

**Online Safety**

Talk to a trusted adult before sharing information about themselves online

**Media**

Make simple changes to improve the look and clarity of their work.

**Music**

I can use my voices expressively and creatively by singing songs, speaking chants and rhymes.

I can play tuned and un-tuned instruments musically.

I can listen with concentration and understanding to a range of high-quality live and recorded music.

I can experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Understanding the arts  
Design and Technology**

I can discuss and choose a suitable material for a castle  
 I can use wool to twist or braid  
 I can select from the given sources to create a castle  
 I can use a paint brush to dab, smooth, wash, sponge, stipple and stroke.  
 I can load a paint brush with the correct amount of paint and choose the correct brush size.

I can use wax crayons to make bold strong lines or soft lines.  
 I can use a pencil to make different marks; dots, dashes, scribbles, sweeping lines, wavy lines, straight lines  
 I can mix paint to different thicknesses. **SMSC – sharing resources**  
**British Values-Mutual Respect**  
 What do you think about giving British historical finds to other countries for their museums?

I can make a model using natural or man-made materials.  
 I can explain how my model is made.

**Religious Education SMSC****When do we cooperate?**

I can find out about and respond with ideas  
 I can link with responsibilities and impact of behaviour on others.  
 I can find countries on maps of the world where the charities are working  
 I can work successfully, as a member of a group  
 I can show respect for people, living things, property and the environment  
 I can talk about ways to prevent discrimination on the basis of race, religion and gender

**Historical, geographical and social understanding****By looking at the life of Rosa Parks**

I can use pictures and role play to tell stories from the past.

I can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.

I can ask questions about the past.

I can answer questions about the past using given sources.

I can discuss significant events and people from the wider world, within and beyond their living memory