

### Scientific and technological understanding Living Things and their Habitats

#### SMSC - looking after All Living Things

I can explain the differences between things that are living and things that have never been alive.

I can decide whether things are living, dead or non-living.

I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

#### Working Scientifically

I can observe closely using simple equipment.

I can perform simple tests..

I can record findings using drawings, diagrams and bar charts.

### 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.

### Understanding the arts Dinosaur Landscapes

I can use pastels and charcoal to make faint, soft lines and apply more pressure to make stronger lines.

I can use pastels and charcoal to blend and smudge.

I can use charcoal to create different lines and large sweeping movements.

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.

#### Camouflage Pictures

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?

#### Dinosaur Teeth

I can make a model using natural or man-made materials.

I can explain how my model is made.

### 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 an 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.

### Religious Education **SMSC**

#### Special People

I know that there are people special to us

I can identify that are people within religions who have acted in a way, that makes them special

**Bible story- Jesus feeds the 5000**

Link this with story in the Quran, the Crying Camel

I can identify similarities and differences between special people.

I can identify the four special Saints, associated to each county of the United Kingdom

**British Values-Tolerance of those of Different Faiths and Beliefs**

What do all religious books teach us?

#### **PSHCE**

#### **Spiritual**

Why is it important to look after all of God's living creatures?

#### **Moral**

Is it right or wrong to dig up old living things?

**Social – SEAL - Good to be me**

### 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?

### 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.

### Historical, geographical and social understanding

#### **The United Kingdom and A Non-European country –**

I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

I can explain geographical similarities and differences between an area of the UK and a non-European country.

I can use information books to compare the similarities and differences between places studied at KS1.

**British Values-Mutual respect for similarities and differences between countries?**

#### **Mary Anning - Lyme Regis**

I can research a famous archaeologist from the past.

**British Values-Rule of Law**

Do people have the right to own what they found? Why?