

**I am a historian**

I can use words and phrases like old and new.

I can recognise that some objects belonged to the past.

I can ask and answer questions about old and new objects.

I can explain what an object from the past might have been used for.

**I am a designer**

- I can use my own ideas to make something.

- I can make a plan, adapt it and evaluate its success.

**I am a performer**

- I can use instruments to perform.

- I can make different sounds with my voice and instruments.

- I can make a sequence of sounds.

- I can choose sounds to represent different things.

- I can move to music.

**I am a turn taker**

I can take turns with my friends.

I can follow the rules of a game.

**I am a sports person**

I can apply the skill of an underarm throw in different ways.

I can roll different equipment.

I can begin to apply simple tactics to a game.

**I am a computer user**

I can create a series of instructions.

I can plan a journey for a programmable toy.

I can understand how to stay safe online.

**PSHE**

- I know the class rules and understand why they are in place.

- I can describe some of my responsibilities towards others.



**What can you see in the dark?**

**RE**

I can give examples of ways in which people express their identity and belonging within faith communities.

**I am a scientist**

I can name the parts of the human body that I can see.

I can link the correct part of the human body to each sense.

I can describe the properties of everyday materials.

I can group objects based on the materials they are made from.

**I am an artist**

I can name the primary and secondary colours.

I can use pencils to create lines of different thickness in drawings.

**I am a geographer**

I can explain how the weather changes throughout the year.

I can keep a weather chart.

I can answer questions about the weather.

- I can explain where I live and tell someone my address.

### **I am a reader**

I can apply phonic knowledge and skills as the route to decode words including some high frequency words.

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.

I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (he, she, we, me, be, was, you, they, are, of, is, his, all, said, says, so, have, like, your, my, by, today)

### **I am a writer**

I can say which letters belong to which handwriting family.

I can use suffixes that can be added to verbs where no change is needed in the spelling of root words. (eg. ing, ed, er)

I can spell some multi-syllabic words. (giftbag, desktop)

I can use capital letter and full stop with some prompting.

I understand how words can combine to make sentences.

I can use capital letter for personal pronoun I and days of the week.

I can join words and clauses, using 'and'.

I can sequence sentences to form short narratives.

I can spell he, she, we, me, be, was, you, they, are, all, my, by, is, his, said, says, so, have, like, some, come, there, were, when, where, love, of, friend

I can use finger spaces in my writing.

I can compose a sentence orally before writing it.

I can re-read what I have written to check that it makes sense.

I can discuss what I have written with the teacher or other pupils.

**I am a mathematician**

I can show the value of a number using objects or pictures.

I can read numbers to 20 and beyond in numerals and words.

I can identify and represent numbers on the number line and using pictorial representations.

I can compare the value of numbers explaining if they are more/ less than or equal to another number or numbers.

I can count on to or back from numbers in ones from any given number up to 100.

I can count in multiples of two, five and ten.

I can recognise 2 –D shapes.

I can compare 2-D shapes and explain how they are similar or different.

I can recognise 3 –D shapes.

I can compare 3-D shapes and explain how they are similar or different.

I can identify the number that is one more and one less than a given number.

I know addition and subtraction facts to 20.

I know and use the days of the week.

I know and use the months of the year.

I know the number of days in each month.

I recognise and use language relating to dates, including days of the week, weeks, months and years.

I can tell the time to the hour.

I can tell the time to half past the hour.

I can draw hands on a clock face to show time to the hour and half past the hour.

I can sequence events in chronological order within the same day.

I can solve simple problems involving time.