

RE

I can talk about Judaism.

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 can cut food safely.

I am a turn taker

I can take turns with my friends.

I can follow the rules of a game.

I am a musician

I can make different sounds with my voice and instruments.

I can make a sequence of sounds.

I can respond to different moods in music.

I can say whether I like or dislike a piece of music.

I am a scientist

I can name a variety of animals including fish amphibians.

I can sort animals in different ways (omnivore/carnivore).

I can name a variety of common, wild and garden plants.

I can name the parts of a plant and tree.

Where in the world shall we go?

I am a sports person

To link basic movements together to create a sequence

To catch a ball with two hands

To bounce a ball while travelling.

I am a computer user

I can understand how to stay safe online.

I can create store and retrieve digital content.

I can record digital data.

I am an artist

I can create moods in artwork.

I can coil, roll and cut materials.

I am a geographer

I can explain the main things found in hot and cold places.

I can explain the clothes I would wear in hot and cold places.

I can name the 4 countries in the UK and locate them on a map.

I can name some of the main towns and cities in the UK.

PSHE

I can talk about my own feelings and those of others.

I am a reader

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

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 (Where, what, some, come, there, were, here, out, do, little, friend, could, would, should, ch, their, find, one, once, push, put, pull, full, school, ask)

I can understand both the books I can already read accurately and fluently and those I listen to by:

- drawing on what I already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to me as I read and sometimes correcting inaccurate reading
- discussing the significance of the title and events
- making some inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far some of the time
- participate in discussion about what is read to me, taking turns and listening to what others say
- explain clearly my understanding of what is read to me

I am a writer

I can use regular plural noun suffixes –s or –es.

I can show an understanding of singular and plurals.

I can show an awareness of ? !

I can write with my letters sitting on the line.

I can use a capital letter for proper nouns, days of the week, months of the year and the personal pronoun I.

I can spell what, out, do, little, one, once, make, here, please, made, came, push, put, could, would, should, their, oh, home, going, people, or, Mr, Mrs, pull, full.

I can show clear ascenders and descenders.

I can sequence sentences to form short narratives.

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

I am a mathematician

Add two one-digit numbers to 20, including zero

Add a one-digit and two-digit numbers to 20, including zero

Read and interpret statements involving the symbols '+' and '=' involving numbers up to 20

Write statements involving the symbols '+' and '=' involving numbers up to 20

Subtract one-digit number from another one-digit number (=

Read and interpret statements involving the symbols '-' and '=' involving numbers up to 20

Write statements involving the symbols '-' and '=' involving numbers up to 20

Solve one-step problems calculations involving numbers up to 20 using concrete objects and pictorial representations

Solve missing number problems involving adding and subtracting numbers to 20

Measure length, mass and capacity using appropriate equipment

Measure time using hours, minutes and seconds using appropriate equipment

Record measurements using a system of non-standard or standard units

Compare and order lengths using long/short, longer/shorter, tall/short, double/half

Compare and order masses using heavy/light, heavier than, lighter than

Compare and order capacities using full/empty, more than, less than, half, half full, quarter

Compare and order times using quicker, slower, earlier, later

Select appropriate language when making comparisons

Solve practical problems involving length, height, mass, volume

Solve practical problems involving time

Recognise a half as one of two equal parts of an object or shape

Recognise a half as one of two equal parts of a quantity

Recognise a quarter as one of four equal parts of an object or shape

Recognise a quarter as one of four equal parts of a quantity

Use fraction notation to write one half

Use fraction notation to write one quarter

Identify half of a set of objects

Identify quarter of a set of objects