

English

- I can read at home at least 3 times per week.
- I can answer questions about the different texts I read
- I will complete my homework tasks.
- I will learn my spelling words.
- I will continue to try hard to improve my handwriting, forming the letters correctly and making them of appropriate size.
- I will continue to learn the set 3 phonemes
- I can use my sounds in my reading and writing

Science

- I can perform a simple test
- I can record what I have done using pictures, labels and captions
- I can put some information on a chart or table
- I can record findings using standard units
- I can observe how the length of daylight changes in summer
- I can identify different materials and use my senses to describe them
- I can talk about objects and what they are made from
- I can talk about how materials can be changed
- Can they sort photographs of living things and non-living things?
- Can they name the petals, stem, leaf, **bulb**, flower, **seed**, stem and root of a



Art and Design

- I can talk about the work of a range of artists, craft makers and designers; describing similarities and differences. (Artists to explore are: Piet Mondrian/ Kandinsky/ Picasso)
- I can sort threads and fabrics
- I can weave with fabric and threads
- I can use a computer program to create and make changes to a picture
- I can create moods in my painting
- I can use different grades of pencil to draw with

History

- Consider famous people from beyond living memory: Christopher Columbus/ Kings and Queens of England./ Florence Nightingale
- Chronology: I can start to understand a timeline and where these famous people fit onto it
- Cause and Consequence: I can say what the impact was on the wider world linked with the people being studied
- Historical enquiry: I can use pictures and artefacts to ask and answer questions about different ways of life in History with a particular focus on castles
- I can learn about other events beyond living memory that are significant nationally or globally

Geography:

- Human Geography: I can explain how the weather changes in spring and summer.
- Geographical skills: I can look at and create maps
- Geographical skills: I can talk about what a simple atlas can show us
- Geographical skills: I can follow directions including North / South / East/ West and identifying where they are at school

Computing

- I can create a simple series of instructions using left and right, forwards, up and down
- I can plan a simple journey for a beebot and record the route
- I can enter information into a template to make a graph
- I can talk about the results shown on a graph
- I can continue to talk about how I keep myself safe on

Design and Technology

- I can talk about fabric; describing different textiles and create using them
- I can make a structure/ model using different materials e.g. a musical instrument/ castle
- I can describe what I have created and say how I might make changes
- I can use pictures and words to show plans of what I wish to make
- I can talk about my designs and those of my peers

ON LAND AND SEA Learning Journey Year 1 Summer Term 2021 - 22

PSHE / Commando Joe

- I can talk about things I think are fair or unfair
- I can share my opinion on things which matter to me and explain why
- I can continue to talk about different feelings and different ways to deal with them
- I can talk about how we can look after each other
- I can talk about how we can look after our world
- I can engage in missions building my ability to work as part of a team
- I can understand through our missions that we need to care for our world
- I can talk about things we 'need' and things we 'want'
- I can talk about who keeps us safe

Seasonal Changes.

- I can name the 4 seasons in order
- I can observe features of the environment during summer
- I can observe and talk about changes in the weather over spring and summer



Music.

- I can identify changes in sounds
- I can tell the difference between long and short sounds
- I can tell the difference between high and low pitched sounds
- I can clap short rhythmic patterns
- I can follow instructions when to play or sing and when to stop
- I can recognise and create repeated patterns

Religious Education

- I can say what I think the word 'Salvation' means
- I can retell key parts of the story linked to Holy Week
- I can talk about what I think about the Easter story
- I can identify what is special about Jewish people and talk about what they believe
- I can talk about some similarities and differences between Christianity and Judaism

Physical Education

- I can engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- I can master basic movements including running, jumping, throwing and catching
- I can develop my balance, agility and co-ordination, and begin to apply these in a range of activities

