

## SCIENCE

- I can ask simple questions and recognise that they can be different ways.
- I can observe closely, using simple equipment.
- I can perform a simple test/experiment.
- I can identify and classify objects using observations of similarities and differences.
- I can use my observations and ideas to suggest answers to questions.
- I can gather and record data to help in answering questions in investigations.
- I can identify and compare the suitability of a range of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- I can observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.



## GEOGRAPHY

- I can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- I can ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?)

## HISTORY

- I can talk about things that happened to me before I was born.
- I have knowledge about events beyond living memory that are significant nationally or globally.
- I can recall key facts (in the correct order) about historical events using the vocabulary *past*, *present*, *older* and *newer*.
- I know the lives of significant individuals in the past who have contributed to national and international achievements – e.g. Samuel Pepys, King Charles II, Guy Fawkes.
- I can compare life in different periods.
- I can recognise that there are reasons why people in the past acted as they did.
- I can use artefacts, pictures, stories, online sources and databases to find out about the past.
- I can identify things that are different to the past and also identify similarities.



## MUSIC

- I can make and control long and short sounds, using my voice and instruments.
- I can create a sequence of long and short sounds.
- I can create a mixture of different sounds (long and short, loud and quiet, high and low).
- I can clap rhythms.
- I can create short, rhythmic phrases.
- I can identify the beat of a tune.
- I can create short, musical patterns.



## R.E.

- I can describe some of the teachings of a religion.
- I can describe some of the main festivals or celebrations of a religion.
- I can recognise, name and describe some religious artefacts, places and practices.

## ENGLISH

- I can form lower case letters of the correct size relative to one another.
- I can write digits correctly.
- I can plan my writing, including writing down the words I will use.
- I can self-assess, saying I am 'tickled pink' with and what my 'green for growth' will be.
- I can read through my work and check that verbs to indicate time are used correctly.
- I can proof-read my work and correct any errors.
- I can read aloud what I have written, using appropriate expression.
- I can use capital letters, full-stops, exclamation marks, question marks, commas and apostrophes correctly.
- I can use an adverbial phrase to describe and specify (e.g. The hideous, feverish plague).
- I can use the past and present tense consistently.
- I can begin to use subordination (when, if, that, because) and co-ordination (or, and, but).
- I can use an appropriate range of ambitious and varied vocabulary.

### CORE TEXTS:

**The Great Fire of London** by Jill Atkins.

**Avoid being in the Great Fire of London** by Jim Pipe.

**How Rabbit Stole the Fire** by Joanna Troughton.

**(Start-Up History) The Great Fire of London** by Stewart Ross.

**The Egg** by M.P Robertson.

**Beginning History: The Plague** - Hachette Children's Books.

## Fever, Flames and Fantastical Creatures



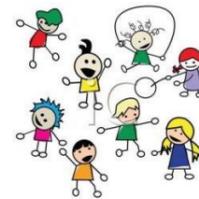
## P.E.

### Games and Athletics:

- I can use the terms 'opponent' and 'team mate'.
- I can use rolling, hitting, running, jumping, catching and kicking skills in combination.
- I can develop tactics.
- I can lead others when appropriate.

### Dance:

- I can copy and remember moves and positions.
- I can move with careful control and coordination.
- I can link two or more actions to perform a sequence.
- I can choose movements to communicate a mood, feeling or idea.



## TAKE HOME TASKS & TRIPS/VISITS

- Visit from the local Fire Brigade with their fire engine.
- Re-enact the Great Fire of London.



## ART

### Painting:

- I can use a mixture of media in one piece of artwork – e.g. paint with pastels.
- I can create pictures using textured paint.
- I can use thick and thin brushes.

### Print Making:

- I can create string prints.

### Textiles:

- I can carry out simple stitches and add decorations using buttons etc.
- I can create cords and plaits for decoration.

### Drawing:

- I can use charcoal to provide depth to my drawings.



## DESIGN & TECHNOLOGY

### Technical Knowledge:

- I can explore and use mechanisms [e.g. levers and sliders] in my product.

### Cooking & Nutrition:

- I can use the basic principles of a healthy and varied diet to prepare dishes.
- I understand where food comes from.
- I can cut, peel or grate ingredients safely and hygienically.
- I can measure or weigh using measuring cups or electronic scales.
- I can assemble or cook ingredients.



## COMPUTING

- I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- I can recognise common uses of information technology beyond school.
- I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.

## MATHS

### Number:

- I can count in steps of 2, 3 and 5 from zero and in 10s from any number forward and backward.
- I can recognise the place value of each digit in a 2-digit number (10s and 1s)
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can compare and order numbers 0-100 and use < > =
- I can read and write numbers to at least 100 in numerals and words.
- I can use place value and number facts to solve problems.
- I can recall and use addition and subtraction facts to 20.
- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

### Fractions:

- I can recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$ .

### Measurement:

- I can choose and use appropriate standard units m/cm, kg/g, °C, l/ml. £/p, o'clock/quarter past/quarter to/half past.

### Geometry:

- I can identify and describe the properties of 2-D and 3-D shapes.

### Position and Direction:

- I can use mathematical vocabulary to describe position, direction and movement.

### Statistics:

- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.