

As Scientists can we...?

Observe and describe how seeds and bulbs grow into mature plants;
Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

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

As Historians/Geographers can we...?

Use a range of appropriate words and phrases to describe the past.
Sequence a set of events in chronological order and give reasons for their order.
Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.
Research the life of a famous Briton from the past using different resources to help them.

As Musicians can we...?

Begin to understand and recognise pulse; rhythm; pitch; tempo; dynamics; timbre; texture and structure.
Listen and appraise music from different cultural backgrounds.
Recognise and name percussion based instruments.
Perform within a group and give constructive feedback.

As Writers can we...?

Apply known phonemes to spell new words.
Spell most common exception words correctly.
Write sentences with different forms. (statements, question, exclamations and commands)
Write some expanded noun phrases to describe and specify.
Use subordination. (when, that, if, because)
Use co-ordination. (or, and)
Use punctuation correctly.
Use apostrophes for contractions and possession.
Write narratives. (real and fictional)
Plan by writing down ideas/key words.
Form our letters correctly.

As Readers can we...?

Read accurately by blending the sounds in words.
Read accurately some words of two or more syllables.
Read many common exception words.
Read aloud without overt sounding and blending.
Answer questions and make inferences on the basis of what is being said and done in a book that is read to me.

Using technology can we...?

Understand what algorithms are.
How they are implemented as programmes on digital devices.
Recognise that programmes execute by following precise and unambiguous instructions.

To develop our physical ability can we ...?

Control a ball with a bat.
Move our bodies in different ways.
Move our bodies to the beat.
Recognise the importance of warm-ups and cool downs.

As mathematicians can we...?

Read and write 1 to 100 in numerals.
Count in 2's, 5's and 10's from zero.
Add and subtract in tens and ones using a structured number line.
Multiply using concrete objects, pictorial representations, arrays or repeated addition.
Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.
Recognise odd and even numbers
Understand the value of each digit in a two digit number.
Compare and order numbers up to 100.
Compare and order length, mass and capacity.
Recognise and use symbols for pound and pence.
Read and write the time on an analogue clock for o'clock, quarter past, half past and quarter to.
Interpret and construct simple tally tables and charts.
Answer questions by comparing information on simple bar charts.

Using art design and technology can we...?

Think of ideas and plan what to do next.
Choose the best tools and materials.
Give a reason why these are best?
Describe their design by using pictures, diagrams, models and words.
Join things (materials/ components) together in different ways.
Explain what went well with their work?
Explain, If they did it again, what would they want to improve.

To develop our religious and cultural understanding can we...?

Explain the meanings behind different beliefs and practices.
Appreciate some similarities between communities.
Explore questions about belonging, meaning and truth.