



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	History Focus How did people stop the Great Fire of London, and what did we learn from it that helps us today?	History Focus How did people stop the Great Fire of London, and what did we learn from it that helps us today?	Geography Focus Continents and Oceans	Geography Focus Comparing Gloucester with Alaska	Geography and History Focus Traffic survey and differences in locations.	History Focus How did Florence Nightingale and Mary Seacole help soldiers during the Crimean War?
READING	<ul style="list-style-type: none"> <li>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>I can accurately read most words of two or more syllables that contain previously taught graphemes.</li> <li>I can read most words containing common suffixes.</li> <li>I can begin to recognise syllable boundaries in longer words and read each syllable before combining them to read the word.</li> <li>I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>I can reread these books to build up fluency and confidence in word reading.</li> <li>I can read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered</li> <li>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>I can discuss my favourite words and phrases.</li> <li>I can recognise some recurring language in stories and poems</li> <li>I can independently read and answer simple questions about what I have just been read.</li> <li>I can ask and answer retrieval questions drawing on my previously taught knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>I can accurately read most words of two or more syllables that contain previously taught graphemes.</li> <li>I can read most words containing common suffixes.</li> 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	<ul style="list-style-type: none"> <li>I can remember significant events and key information about the text that I have read.</li> <li>I can predict what might happen based on what has been read in terms of plot, character and language so far.</li> <li>I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</li> <li>I can understand cause and effect and use this to aid my predictions.</li> <li>I can recognise that non- fiction books are often structured in different ways.</li> <li>I can discuss the sequence of events in books and how items of information are related.</li> <li>I can recognise some recurring language in stories and poems.</li> <li>I can make inferences based on what is being said and done.</li> <li>I can answer and ask questions and change my answers as the story progresses.</li> <li>I can use pictures or words to make inferences.</li> <li>I can discuss the sequence of events in books and how items of information are related.</li> <li>I can retell using a wide variety of story language.</li> <li>I can order events from the text.</li> <li>I can discuss how events are linked focusing on the main content of the story.</li> <li>I can explain and discuss my understanding of what I have read and what I have had read to me.</li> </ul>	<ul style="list-style-type: none"> <li>I can remember significant events and key information about the text that I have read.</li> <li>I can predict what might happen based on what has been read in terms of plot, character and language so far.</li> <li>I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</li> <li>I can understand cause and effect and use this to aid my predictions.</li> <li>I can recognise that non- fiction books are often structured in different ways.</li> <li>I can discuss the sequence of events in books and how items of information are 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<b>WRITING</b>	<b>The Story Machine</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used</li> </ul>	<b>The Dark</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used.</li> </ul>	<b>Rabbit and Bear</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used</li> </ul>	<b>The Velveteen Rabbit</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used</li> </ul>	<b>The Phoenix of Persia</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used</li> </ul>	<b>The Zebra’s Great Escape</b>  Grammar: <ul style="list-style-type: none"> <li>I can understand what a sentence is and how they are used</li> </ul>



	<ul style="list-style-type: none"> <li>I know that a simple sentence is made up of a subject and a verb and that we use other word classes to add detail.</li> <li>I can be increasingly aware of and understand function of basic word class</li> <li>I can understand how to use some coordinating conjunctions (and, but, so)</li> <li>I can understand how to use some subordinating conjunctions (because, if, when, that)</li> <li>I can identify adjectives in expanded noun phrases.</li> <li>I can use expanded noun phrases to add detail.</li> <li>I can use simple past tense.</li> <li>I can order events or information in writing by using time conjunctions</li> <li>I can Identify statements, exclamations, commands, questions)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>I can leave spaces between words</li> <li>I can use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark.</li> <li>I can use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.</li> <li>I can use exclamation marks for emphasis</li> <li>I can use apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>I know that a simple sentence is made up of a subject and a verb and that we use other word classes to add detail.</li> <li>I can be increasingly aware of and understand function of basic word class</li> <li>I can understand how to use some coordinating conjunctions (and, but, so)</li> <li>I can understand how to use some subordinating conjunctions (because, if, when, that)</li> <li>I can identify adjectives in expanded noun phrases</li> <li>I can use expanded noun phrases to add detail.</li> <li>I can use simple past tense</li> <li>I can order events or information in writing by using time conjunctions</li> <li>I can identify statements, exclamations, commands, questions)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>I can leave spaces between words</li> <li>I can use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark.</li> <li>I can use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. 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MATHEMATICS	<ul style="list-style-type: none"> <li>I can subitise numbers up to 10</li> <li>I can recognise number bonds within 10 (refer to fluency triangle) using manipulatives to see ways to create numbers up to 10</li> <li>I can recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>I can partition 2 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>I can identify, represent and estimate numbers using different representations, including the number line</li> <li>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>I can read and write numbers to at least 100 in numerals and in words</li> <li>I can partition 2 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>I can subtract by partitioning the tens and then subtracting the ones</li> <li>I can find the difference by counting up from a number (where the difference is less than 10)</li> <li>I can recall and use multiplication and division facts for the 2, 5 and 1 multiplication tables, including recognising odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>I can add 2 2-digit numbers by counting on in tens and then ones</li> <li>I can add by partitioning and recombining</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>I can identify 2-D shapes on the surface of 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>I can identify, represent and estimate numbers using different representations, including the number line</li> <li>I can read and write numbers to at least 100 in numerals and in words</li> </ul>



	<ul style="list-style-type: none"> <li>I can begin to build a picture of numbers as part of a number system by placing them in approximate places on an empty number line to 10/ 50/ 100 with or without intervals and mid-points labelled</li> <li>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>I can read and write numbers to at least 100 in numerals and in words</li> <li>I can use place value and number facts to solve problems</li> <li>I can recall and use addition and subtraction facts to 20 fluently</li> <li>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> <li>a two-digit number and 10s</li> <li>2 two-digit numbers</li> <li>adding 3 one-digit numbers</li> </ul> </li> <li>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>I can add by counting on including adding 3 single digits together</li> <li>I can subtract by counting back bridging 10</li> <li>I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>I can compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>I can solve place value problems</li> <li>I can solve missing number problems looking at counting in steps of 2,5,10</li> </ul>	<ul style="list-style-type: none"> <li>I can order and compare numbers to 100</li> <li>I can place numbers on a number line to 10/ 50/ 100 with or without intervals and mid-points labelled.</li> <li>I can use place value and number facts to solve problems</li> <li>I can find 10 more/less than a number understanding that the ones stay the same</li> <li>I can recall and use multiplication and division facts for the 2, 5 and 1 multiplication tables, including recognising odd and even numbers</li> <li>I can solve problems involving 2p, 5p, 10p and £2, £5, £10</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another.</li> <li>I can use "groups of" shown as circles but also bar model</li> <li>I can record arrays to model that multiplication is communitative</li> <li>I can add multiples of 10 by counting on.</li> <li>I can explore number bonds to 10 and how they can relate to number bonds to 100 (multiples of 10)</li> <li>I can add 2 2-digit numbers by counting on in tens and then ones</li> <li>I can add by partitioning and recombining</li> <li>I can order and arrange combinations of mathematical objects in patterns and sequences</li> <li>I know the language of clockwise and anti-clockwise linked to a clock</li> </ul>	<ul style="list-style-type: none"> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</li> <li>I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>I can read scales, graphs and number lines with intervals of 2, 5 and 10</li> <li>I can calculate the midpoints on scales and number lines</li> <li>I can identify numbers represented on scales with missing intervals</li> <li>I can solve problems involving mass, length and height</li> <li>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>I can identify 2-D shapes that can be seen around them (may include pre-teaching 3D shapes)</li> <li>I can compare and sort common 2-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>I know that the denominator shows the number of equal parts.</li> <li>I can represent a <math>\frac{1}{2}</math> <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> as a bar model</li> <li>I can understand that if we are sharing the same shape or amount the bigger the denominator gets, the smaller the equal piece</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of length, shape, set of objects or quantity</li> <li>I can write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<ul style="list-style-type: none"> <li>I can compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>I can recap all operations</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of length, shape, set of objects or quantity</li> <li>I can write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>I can find <math>\frac{1}{5}</math> and <math>\frac{1}{10}</math> of a multiple of 5 and 10 by applying knowledge of fractions</li> </ul>	<ul style="list-style-type: none"> <li>I can use place value and number facts to solve problems</li> <li>I can use the inverse to solve missing number problems that apply their knowledge of partitioning and regrouping to add and subtraction ? + 34 =100</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of length, shape, set of objects or quantity</li> <li>I can write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>I can find a non- unit fraction of a shape and of an amount (<math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math>) understanding that the numerator shows us the number of equal parts selected</li> </ul>
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SCIENCE	<b>Use of everyday materials</b> <ul style="list-style-type: none"> <li>I know the uses <u>and</u> properties of wood, plastic, metal, fabric, cardboard, paper, sponge, glass, brick, stone and rubber.</li> <li>I can understand how the following properties link to the range of materials taught: opaque/translucent/transparent, waterproof/absorbent.</li> <li>I know which materials can be stretched, twisted, bent or squashed.</li> </ul>	<b>Use of everyday materials</b> <ul style="list-style-type: none"> <li>I can understand what materials can be recycled and why recycling is important.</li> <li>I can find out about people who have developed useful new materials by learning about John McAdam.</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>I can Identify vertebrates and invertebrates.</li> <li>I can discuss how habitats provide a basic need of animals and plants.</li> <li>Identify various habitats and animals that live there.</li> <li>I can explain a simple food chain.</li> <li>I can know what a micro-habitat is.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>I can recap parts of a plant.</li> <li>I know how plants 'eat'.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>I know animals and their offspring and identify changes over time.</li> <li>I know different ways of how animals reproduce.</li> <li>I can explain how humans grow and change.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>I know what the basic needs are for humans and animals.</li> <li>I know what a balanced meal for humans entails.</li> <li>I can explain the effects of exercise on the human body.</li> </ul>
HISTORY	<ul style="list-style-type: none"> <li>I can explain some of the key periods of history</li> <li>I know what homes were like in 17th Century London</li> <li>I know what life was like in 17th century London</li> <li>I can explain what happened during the Great Fire of London</li> <li>I know who Samuel Pepys was</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how we know about the Great Fire of London</li> <li>I know what happened after the Great Fire of London</li> <li>I can explain the impact of the Great Fire of London today</li> </ul>			<ul style="list-style-type: none"> <li>I can explain what the Crimean War was</li> <li>I can explain what hospitals were like in the Crimean War</li> <li>I know who Florence Nightingale was</li> <li>I know how Florence Nightingale helped the soldiers</li> <li>I know who was Mary Seacole?</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how Mary Seacole helped the soldiers</li> <li>I can explain the similarities and differences in how FN and MS helped the soldiers</li> <li>I can explain whether the statue to Mary Seacole at St Thomas' Hospital be replaced by one for Florence Nightingale</li> </ul>
GEOGRAPHY	<ul style="list-style-type: none"> <li>I can locate the UK as an island within Europe,</li> <li>I can name the four countries of the UK</li> <li>I can name the UK's surrounding seas</li> <li>I know that Gloucester as a city in the SW of England.</li> <li>I can name and locate the 7 continents</li> <li>I can name and locate the 5 oceans</li> <li>I can locate the UK in Europe;</li> <li>I can locate the hot and cold areas of the world in relation to the Equator and North/South Poles.</li> </ul>		<ul style="list-style-type: none"> <li>I can identify where we live in relation to the equator, North and South Pole (zoom out)</li> <li>I can identify the location of hot and cold areas of the world considering the equator (zoom out)</li> <li>I can name and locate the 7 continents (zoom out)</li> <li>I can name and locate the 5 oceans (zoom out)</li> <li>I can set up a weekly weather survey to compare weather in Gloucester and Alaska (zoom in)</li> <li>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK and a non-European country (Alaska) (zoom in zoom out)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the human similarities and differences between a location in the UK and a non-European country (Alaska) (zoom in zoom out)</li> <li>I can understand the physical similarities and differences between a location in the UK and a non-European country (Alaska) (zoom in zoom out)</li> <li>I can compare patterns and findings of a weekly weather survey in Gloucester and Alaska (zoom in)</li> <li>I can explain how places are different. Consolidate case study in a poster comparing the UK and Alaska (zoom in zoom out)</li> </ul>		<ul style="list-style-type: none"> <li>I can name, locate and identify the four countries, capital cities and surrounding seas of the UK (zoom out)</li> <li>I can name and locate the 7 continents and 5 oceans and understand the equator (zoom out)</li> <li>I can complete a traffic survey and compare and contrast locations and change over time (zoom in)</li> </ul>
RELIGIOUS EDUCATION	<b>Understand:</b> <ul style="list-style-type: none"> <li>I can retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</li> <li>I know that psalms are prayed/sung to praise God.</li> <li>I can understand the term 'stewardship' and what it means for caring for God's world.</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>I can retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</li> <li>I know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit.</li> <li>I know that Isaiah and John the Baptist are prophets.</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>I can retell, in any form, the story of John the Baptist and the baptism of Jesus.</li> <li>I can begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.</li> <li>I can recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>I know what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</li> <li>I can recognise that Lent is a time for reconciliation and forgiveness.</li> <li>I can correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>I can sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.</li> <li>I know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</li> <li>I can retell the story of the Conversion of Saul (Acts 9:1-19).</li> <li>I can recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22).</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>I can explain what the story of the Good Samaritan teaches about how Christians should live.</li> <li>I can describe an initiative Christians work on together locally and globally in the service of others.</li> <li>I can make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g. Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</li> </ul>





	<ul style="list-style-type: none"> <li>I can correctly use religious words and phrases to talk about the Sacrament of Baptism.</li> <li>I know that the Christian Bible is split into two parts.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can respond to the way God’s gift of Creation is expressed in a variety of creative and artistic ways and talk about the reason for their response.</li> <li>I can express a point of view, with a relevant reason, about why we care for God’s world, making simple connections with God’s promise to all living creatures in the story of Noah.</li> <li>I can explore the meaning of symbols used in an infant’s baptism in the Catholic Church.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can consider what I could do to care for God’s world in my own life and in the life of their local community.</li> <li>I can reflect on the gift of Creation (awe and wonder).</li> <li>I can reflect on how actions can help or harm myself and others and what this could mean for my friendship with God.</li> </ul>	<p>I can identify Zechariah’s special message about John’s future (Lk 1:76).</p> <ul style="list-style-type: none"> <li>I can recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</li> <li>I can recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</li> <li>I can describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can discuss Isaiah’s picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</li> <li>I can explain what I wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth and Zechariah felt.</li> <li>I can explain about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can discuss Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and explain how they can make the world fairer. For example, how they could fill the hungry with good things in Advent.</li> <li>I can use artistic expressions to create a personal response to Isaiah’s picture language about light and darkness (Is 9:1-2).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to recognise that the miracles of Jesus are signs that he is the Son of God.</li> <li>I can correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and explain why saying sorry to God and to others is important.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can use artistic representations of Jesus’ baptism to explain images used for God the Father, Jesus (God the Son), and the Holy Spirit and explains how they are connected.</li> <li>I can make simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.</li> <li>I can explain water as a symbol of a new start (reconciliation),</li> <li>I can make links between the Sacrament of Baptism and the story of Noah.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on what it feels like to say sorry and to be forgiven.</li> <li>I can explain ways that I and others show that they are sorry.</li> <li>I can consider what people might want to say sorry to God for and how praying can be part of this (e.g. through making a simple Act of Sorrow).</li> </ul>	<ul style="list-style-type: none"> <li>I can correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can use works of art to recall the story of Holy Week studied in the previous year.</li> <li>I can describe some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.</li> <li>I can appraise different sung versions of the Kyrie Eleison and explain about what the words mean.</li> <li>I can talk about links between the symbols of light and water at the Easter Vigil.</li> <li>I can explain what the symbols remind me of, for example, the story of Creation, the Sacrament of Baptism or Advent.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can explain what forgiveness means to them</li> <li>I can explain how making bad choices can harm themselves and others and why saying sorry matters.</li> <li>I can reflect on how Jesus teaches people to forgive.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.</li> <li>I can name the fruits of the Holy Spirit and make simple links between the lives</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can explain what I wonder about the story of the appearance of the resurrected Jesus to the apostles.</li> <li>I can describe how the apostles felt at the Ascension (Acts 1:6-11)</li> <li>I can explain what I wonder about the story of Saul.</li> <li>I can explain what I wonder about the fruits of the Holy Spirit.</li> <li>I can share my personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g. Taizé representations of the Holy Spirit, Marlene Scholz’s ‘Blessed Trinity’). (RVE)</li> <li>I can ask questions about the stories and the example of a saint whose life shows examples of building peace in the world.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can listen to the words of Come Holy Spirit and describe what it means to open your heart to God.</li> <li>I can consider why many people pray and share stories of prayer from different religious communities.</li> <li>I can consider how the fruits of the Holy Spirit could transform my own life and through me, help the lives of others in their family and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about respecting the beliefs of people from different communities in their local area.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can consider an answer, with relevant reasons, to the question ‘Who is my neighbour?’</li> <li>I can explore some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and ask questions about what they have seen.</li> <li>I can listen to the stories and experiences of others from different communities in the class and the wider community.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can answer the question ‘Who is my neighbour?’ in their life and</li> <li>I can give examples about how I can act as a good Samaritan in their local community.</li> <li>I can reflect on how communities could be transformed if people acted as good neighbours.</li> </ul>
PHYSICAL EDUCATION	<ul style="list-style-type: none"> <li>I can roll a ball along a line, with some success;</li> <li>I can react and stop a rolling ball using two hands;</li> <li>I can roll a ball towards a target;</li> <li>I can throw underarm, using different objects, with some control;</li> <li>I can throw underarm towards a target;</li> <li>I can throw overarm, using different objects, with some control;</li> <li>I can throw overarm for distance;</li> <li>I can attempt to catch an object, using some of the correct techniques;</li> <li>I can attempt to move and position themselves when trying to catch an object;</li> <li>I can catch different objects with occasional success;</li> </ul>	<ul style="list-style-type: none"> <li>I can roll a ball along a line, with some success;</li> <li>I can react and stop a rolling ball using two hands;</li> <li>I can roll a ball towards a target;</li> <li>I can throw underarm, using different objects, with some control;</li> <li>I can throw underarm towards a target;</li> <li>I can throw overarm, using different objects, with some control;</li> <li>I can throw overarm for distance;</li> <li>I can attempt to catch an object, using some of the correct techniques;</li> <li>I can attempt to move and position themselves when trying to catch an object;</li> <li>I can catch different objects with occasional success;</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to recognise how the body feels during and after physical activity;</li> <li>I can begin to use the terms attacking and defending;</li> <li>I can throw and catch a ball with a partner using different techniques;</li> <li>kick a ball whilst moving;</li> <li>pass a ball in different ways;</li> <li>I can begin to use throwing, catching and kicking skills in a game with some success;</li> <li>I can use at least one technique to attack, such as dodging to play a game with some success;</li> <li>I can use at least one technique to defend, such as marking to play a game with some success;</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to recognise how the body feels during and after physical activity;</li> <li>I can begin to use the terms attacking and defending;</li> <li>throw and catch a ball with a partner using different techniques;</li> <li>kick a ball whilst moving;</li> <li>pass a ball in different ways;</li> <li>I can begin to use throwing, catching and kicking skills in a game with some success;</li> <li>I can use at least one technique to attack, such as dodging to play a game with some success;</li> <li>I can use at least one technique to defend, such as marking to play a game with some success;</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a tennis racket with some support and show some control when hitting a ball;</li> <li>I can hit a ball forwards towards a target;</li> <li>I can throw a ball underarm over a short distance;</li> <li>I can show some consistency when hitting a ball that has been thrown to them;</li> <li>I can combine their skills to play a modified version of a competitive game against a partner;</li> <li>I can understand the tactic that they have practised and try to apply it in a competitive game;</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a tennis racket with some support and show some control when hitting a ball;</li> <li>I can hit a ball forwards towards a target;</li> <li>I can throw a ball underarm over a short distance;</li> <li>I can show some consistency when hitting a ball that has been thrown to them;</li> <li>I can combine their skills to play a modified version of a competitive game against a partner;</li> <li>I can understand the tactic that they have practised and try to apply it in a competitive game;</li> </ul>



	<ul style="list-style-type: none"> <li>I can bounce a ball on a spot and occasionally catch it;</li> <li>I can bounce a ball to a partner, changing the height of the bounce;</li> <li>I can use different skills they have learnt in a range of games, with some success;</li> <li>I can evaluate their performance, with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can bounce a ball on a spot and occasionally catch it;</li> <li>I can bounce a ball to a partner, changing the height of the bounce;</li> <li>I can use different skills they have learnt in a range of games, with some success;</li> <li>I can evaluate their performance, with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to choose and use the best space in a game;</li> <li>perform learnt skills with some control;</li> <li>I can understand the importance of rules and follow them in simple games;</li> <li>I can begin to work as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to choose and use the best space in a game;</li> <li>perform learnt skills with some control;</li> <li>I can understand the importance of rules and follow them in simple games;</li> <li>I can begin to work as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target;</li> <li>I can use the correct technique to roll a ball, beginning to show some control of its direction;</li> <li>I can use a cricket bat to hit a ball that has been rolled to them from a short distance;</li> <li>I can throw a ball overarm using a modified technique;</li> <li>I can watch a partner and answer some questions about their performance;</li> <li>I can cooperate with others to play a team game, taking on different roles with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target;</li> <li>I can use the correct technique to roll a ball, beginning to show some control of its direction;</li> <li>I can use a cricket bat to hit a ball that has been rolled to them from a short distance;</li> <li>I can throw a ball overarm using a modified technique;</li> <li>I can watch a partner and answer some questions about their performance;</li> <li>I can cooperate with others to play a team game, taking on different roles with support.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>I know we are created individually by God.</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend;</li> <li>I know God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;</li> <li>I know we are created as a unity of body, mind and spirit: who we are matters and what we do matters;</li> <li>I can understand to give thanks to God in different ways.</li> <li>I know that we are unique, with individual gifts, talents and skills.</li> <li>I know girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.</li> <li>I know our bodies are good and we need to look after them;</li> <li>I can understand what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</li> <li>I can understand the importance of sleep, rest and recreation for our health;</li> <li>I know how to maintain personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>I know we are created individually by God;</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend;</li> <li>God has created us, his children, to know, love and serve Him in this life and forever - 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	<ul style="list-style-type: none"> <li>I know that it is natural for us to relate to and trust one another;</li> <li>I know we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</li> <li>I know a language to describe our feelings</li> <li>I know a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</li> <li>I know simple strategies for managing feelings and for good behaviour;</li> <li>I know that choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</li> <li>I know Jesus died on the cross so that we would be forgiven.</li> <li>I know and appreciate that there are natural life stages from birth to death, and what these are.</li> <li>I know what 'death' means</li> <li>I know some feelings often connected with grief</li> <li>I know what the Christian faith says about death and eternal life</li> <li>I know ways to support themselves and others when they are grieving</li> </ul>	<ul style="list-style-type: none"> <li>I know we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</li> <li>I can use language to describe our feelings</li> <li>I know a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</li> <li>I know simple strategies for managing feelings and for good behaviour;</li> <li>I know that choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</li> <li>I know Jesus died on the cross so that we would be forgiven.</li> <li>I know and appreciate that there are natural life stages from birth to death, and what these are.</li> <li>I know what 'death' means</li> <li>I know some feelings often connected with grief</li> <li>I know what the Christian faith says about death and eternal life</li> <li>I know some ways to support themselves and others when they are grieving</li> </ul>	<ul style="list-style-type: none"> <li>I know that when I am unkind to others, we hurt God also and should say sorry to him as well;</li> <li>I know that I should forgive like Jesus forgives.</li> <li>I know the internet connects us to others and helps us in lots of ways.</li> <li>I can understand how feelings matter – both online and offline.</li> <li>I know that Jesus cares about our feelings and gives us peace.</li> <li>I can understand safe and unsafe situations, including online.</li> <li>I can ask an adult help with anything that worries them or makes them feel unsafe</li> <li>I know the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</li> <li>I can resist pressure when feeling unsafe.</li> <li>I know that I am entitled to bodily privacy;</li> <li>I know that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</li> <li>I know medicines are drugs, but not all drugs are good for us.</li> <li>I know alcohol and tobacco are harmful substances.</li> <li>I know our bodies are created by God, so we should take care of them and be careful about what we consume.</li> <li>I know I should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>I know if I require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</li> <li>I know basic principles of First Aid</li> <li>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</li> </ul>	<ul style="list-style-type: none"> <li>I know that when we are unkind to others, we hurt God also and should say sorry to him as well;</li> <li>I know that we should forgive like Jesus forgives.</li> <li>I know that the internet connects us to others and helps us in lots of ways.</li> <li>I can understand how feelings matter – both online and offline.</li> <li>I know Jesus cares about our feelings and gives us peace.</li> <li>I can understand safe and unsafe situations, including online.</li> <li>I can ask for adult help with anything that worries me or makes them me unsafe</li> <li>I know the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</li> <li>I can resist pressure when feeling unsafe.</li> <li>I know that I am entitled to bodily privacy;</li> <li>I know that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</li> <li>I know medicines are drugs, but not all drugs are good for us.</li> <li>I know alcohol and tobacco are harmful substances.</li> <li>I know our bodies are created by God, so we should take care of them and be careful about what we consume.</li> <li>I know I should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>I know if I require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</li> <li>I know some basic principles of First Aid</li> </ul>		
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<b>ART &amp; DESIGN</b>	<ul style="list-style-type: none"> <li>I know that there are different techniques to show perspective and distance.</li> <li>I know that perspective in an image creates depth of field.</li> <li>I know that a landscape is composed of a background and foreground.</li> <li>I know that the visual elements of line, form and colour are used to create a landscape.</li> <li>I can show awareness of composition, scale and proportion.</li> <li>I can continue to develop an effective pencil grip when using smaller drawing tools.</li> <li>I can begin to add detail to picture and begin to use side of pencil to add shading detail.</li> <li>I can use lines and blending to create different shades.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>I can create objects in the foreground that appear larger than those in the back and midground.</li> <li>I can observe objects to draw.</li> <li>I can demonstrate control and accuracy when drawing using pencils, pastels, charcoal, chalk and oil pastels.</li> <li>I can develop the use a sketchbook.</li> <li>I can experiment in sketchbooks, to explore, record and annotate ideas.</li> <li>I can develop own drawings in the style of a selected artist.</li> <li>I can compare and contrast the work of artists using appropriate vocabulary.</li> <li>I can ask and answer questions about my own artwork and the work of others.</li> <li>I can express my own opinions about the work of different artists</li> </ul>	<ul style="list-style-type: none"> <li>I know that adding white to colours creates tints and that adding black to colours creates shades.</li> <li>I know that different types of paints have different properties.</li> <li>I know that there are different painting effects such as washes, blocking and thickened paint</li> <li>I know that there are different ways to create texture in artwork such as differing brush strokes and varying painting equipment.</li> <li>I know about the work of some artists and their artistic style (Monet and Klee - washes and blocking)</li> <li>I know about some periods and art movements in history.</li> <li>I know that some artists create art to make people aware of good and bad things happening in the world around them (Klee - WW2).</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately mix primary colours to make secondary colours using powder paint, poster paint and watercolour.</li> <li>I can add white to colours to make tints and add black to colours to make shades</li> <li>I can explore paint effects and techniques used by different artists and experiment with these e.g. washes, blocking in colour, thickened paint.</li> <li>I can begin to explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula.</li> <li>I can use sketchbooks to help make decisions about what to try out next.</li> <li>I can develop my own (making strand) in the style of a selected artist.</li> <li>I can describe the work of artists using specific vocabulary.</li> <li>I can compare and contrast the work of artists using appropriate vocabulary.</li> <li>I can express my own opinions about the work of different artists.</li> <li>I can make comments about their own artwork and the work of others (i.e. explain what they like).</li> </ul>		
<b>DESIGN &amp; TECHNOLOGY</b>	<b>Mechanisms:</b> <ul style="list-style-type: none"> <li>I can understand that the shape of the structure affects its strength.</li> <li>I can make a structure according to design criteria</li> <li>I can make a structure according to design criteria.</li> <li>I can produce a finished structure and evaluate its strength, stiffness and stability.</li> </ul>	<b>Textiles:</b> <ul style="list-style-type: none"> <li>I can sew a running stitch</li> <li>I can use a template</li> <li>I can design a pouch/stocking and join fabrics using a running stitch</li> </ul>	<b>Mechanisms:</b> <ul style="list-style-type: none"> <li>I can explore wheel mechanisms and design a fairground wheel.</li> <li>I can select materials with appropriate properties.</li> <li>I can build and test a moving wheel.</li> <li>I can conduct a simple survey to gather opinions.</li> </ul>	<b>Mechanisms</b> <ul style="list-style-type: none"> <li>I can look at objects and understand how they move.</li> <li>I can look at objects and understand how they move.</li> <li>I can explore different design options.</li> <li>I can make a moving monster.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<b>Cooking and Nutrition</b> <ul style="list-style-type: none"> <li>I can recognise foods and their food groups</li> <li>I can identify the balance of food groups in a meal.</li> <li>I can select balanced combinations of ingredients and design based on criteria.</li> <li>I can make a nutritious wrap based on design criteria.</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>I can recognise the uses and features of information technology</li> <li>I can identify the uses of information technology in the school</li> <li>I can identify information technology beyond school</li> <li>I can explain how information technology helps us</li> <li>I can explain how to use information technology safely</li> <li>I can recognise that choices are made when using information technology</li> </ul>	<ul style="list-style-type: none"> <li>I can use a digital device to take a photograph</li> <li>I can make choices when taking a photograph</li> <li>I can describe what makes a good photograph</li> <li>I can decide how photographs can be improved</li> <li>I can use tools to change an image</li> <li>I can recognise that photos can be changed</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a series of instructions as a sequence</li> <li>I can explain what happens when we change the order of instructions</li> <li>I can use logical reasoning to predict the outcome of a program</li> <li>I can explain that programming projects can have code and artwork</li> <li>I can design an algorithm</li> <li>I can create and debug a program that I have written</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that we can count and compare objects using tally charts</li> <li>I can recognise that objects can be represented as pictures</li> <li>I can create a pictogram</li> <li>I can select objects by attribute and make comparisons</li> <li>I can recognise that people can be described by attributes</li> <li>I can explain that we can present information using a computer</li> </ul>	<ul style="list-style-type: none"> <li>I can say how music can make us feel</li> <li>I can identify that there are patterns in music</li> <li>I can experiment with sound using a computer</li> <li>I can use a computer to create a musical pattern</li> <li>I can create music for a purpose</li> <li>I can review and refine our computer work</li> </ul>	<ul style="list-style-type: none"> <li>I can review and refine our computer work</li> <li>I can explain that a sequence of commands has a start</li> <li>I can explain that a sequence of commands has an outcome</li> <li>I can create a program using a given design</li> <li>I can change a given design</li> <li>I can create a program using my own design</li> <li>I can decide how my project can be improved</li> </ul>