

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Maths

See Target Tracker Band 1 and 2 Maths

English

See Target Tracker Band 1 and 2 Writing and Reading

R.E.

- explore a range of religious stories and sacred writings, and talk about their meanings
- explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses
- reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Design Technology

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, according to their characteristics
- evaluate their ideas and products against design criteria

Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

P.S.H.E

- to say some of my strengths as a learner.
- to break a goal down into small steps.
- to recognise when I am becoming bored and frustrated and know some ways to overcome this.

Famous local people National Curriculum Objectives for the end of Key Stage 1

Science

- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- to describe the importance for humans of exercise, eating the right amounts of food.

Music

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

P.E.

- to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

History

- significant historical events, people and places in their own locality.
- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.