



St Cecilia's  
Catholic Primary School



ART/DI:

I can invent new and creative shapes.
I can experience using colour on a large scale (A2, A3 and on the playground).
I can explore shadows and use light and dark.
I can investigate how different vehicles are used for different purposes.
I can draw and label the design of my wheeled vehicle.
I can join wheels and axles effectively and explain how they work.
I can discuss and say what I like and dislike about my finished product and explain any changes made from my original design.

MUSIC:

I know that there are 4 instrumental families in an orchestra.
I can maintain a simple ostinato rhythm against 2/3 other ostinato rhythms.
I can work with a partner/small group to create musical ideas about a given theme.
I can listen to a short piece of music and identify mood/ atmosphere.
I can identify AB, ABA structure in songs and say what a Coda is.
I can identify and follow instructions for dynamics and tempo.
I can sing a variety of songs from memory.
I can confidently maintain a melodic part in singing a round.

NOTE TO PARENTS: These learning objectives form part of the curriculum for one half term. The best learning takes place when the context is meaningful and made real to the child's own life. We hope that by sharing our aims, you and your family will support your child's efforts and achievements in any way you can.

R.E.:  
Pentecost

I can ask and respond to questions about giving and receiving messages.
I can retell the story of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost.
I can say what I wonder about new life and the Holy Spirit.
I can describe ways in which Christians spread the good news of Jesus.

Reconciliation

I can ask and respond to questions about forgiveness.
I can say that my conscience is my sense of right and wrong.
I can describe the Sacrament of Reconciliation.
I can describe how Christians try to practise Jesus' commandment of love, peace and reconciliation.

PSHCE:

I can explain the importance of respecting and protecting the environment.
I can reflect on and celebrate my achievements, and identify my strengths and areas for improvement.
I can listen to other people and work and play co-operatively.
I can identify positive and negative aspects about taking on a responsibility.

SPELLING, PUNCTUATION AND GRAMMAR

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
I can identify homophones and near-homophones (two words that are spelt differently but sound the same; here, hear).
I can create adverbs from adjectives (-ly).
I can use <b>when, if, that, or</b> and <b>because</b> (subordination).

ENGLISH:

I can write a non-chronological report.
I can write a fantasy story set in space.

MATHS:

I can interpret and construct pictograms, tally charts, block diagrams and simple tables.
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
I can choose and use appropriate standard units to measure capacity, mass and length.
I can compare and order measurements and record the results using < > =
I can calculate multiplication and division problems within the multiplication tables and write them using $\times \div =$
I can apply an increasing knowledge of mental and written methods.



HISTORY:  
Space

I can order events and key people from our topic, on a timeline.
I can talk about significant people and events in the history of space exploration.
I can ask questions about space exploration and use a variety of sources to find out answers.
I can describe the main events of Apollo 11's mission to the moon.
I can find out how space has been explored since Apollo 11.



P.E.:

I can perform a range of ball skills with some control and consistency.
I can keep my eyes focused on the ball and use footwork to receive the ball accurately.
I can perform a sequence of movements whilst controlling a ball; changing level, direction or speed.
I can observe others, share ideas and give feedback on how well they are applying the skill.

SCIENCE

I can explore and compare the differences between things that are living and non-living.
I can describe the basic needs of plants and animals.
I can name some minibeasts in our local environment and describe their habitats.
I can sort and classify minibeasts into groups according to their characteristics.
I can research facts about minibeasts.
I can observe using a microscope/hand lens.
I can record data in a chart.

COMPUTING

I can understand that algorithms are a sequence of instructions.
I can convert simple algorithms to programs.
I can predict what a simple program will do.
I can spot and fix errors in my program.

LIBRARY:

I can participate in discussion about books, poems and other works that are read to me and that I read myself.
I can choose and select books according to my preferences and interests and read for enjoyment.



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**ART/DT:**

- I can explore examples of Aboriginal art and use colour, patterns and texture to create my own design.
- I can identify different techniques that artists use to create landscapes.
- I can shape and form modelling materials from direct observation.
- I can use a range of decorative techniques (applied, impressed, painted etc).
- I can use a range of tools for shaping and mark making.

**MUSIC:**

- I can perform at the Infant Music morning and at a concert to parents.
- I know that there are 4 instrumental families in an orchestra.
- I can maintain a simple ostinato rhythm against 2/3 other ostinato rhythms.
- I can work with a partner/small group to create musical ideas about a given theme.
- I can listen to a short piece of music and identify mood/ atmosphere.
- I can identify AB, ABA structure in songs and say what a Coda is.
- I can identify and follow instructions for dynamics and tempo.
- I can sing a variety of songs from memory.
- I can confidently maintain a melodic part in singing a round.

**R.E.:**

- Treasures
- I can say what I treasure and why.
- I can say that God's world is a treasure for us to share.
- I can describe the things I can do to protect God's treasures.
- Islam:
- I can recognise that prayer is an important part of a Muslim's day.
- I can explain how home and family are important for Muslims.

**ENGLISH:**

Range of texts used include

- I can write a piece of persuasive writing.
- I can write some new scenes for a play.

**PSHCE:**

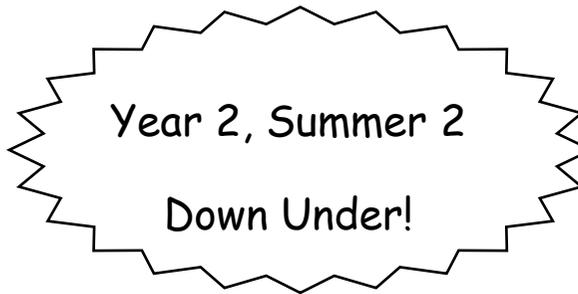
- I can recognise when people are being unkind either to myself or others. I know how to respond, who to tell and what to say.
- I can think about myself, learn from my experiences and recognise what I am good at.
- I understand that other people have different faiths or beliefs.

**SPELLING, PUNCTUATION AND GRAMMAR**

- I can use the possessive apostrophe [for example, the girl's book].
- I can write from memory simple sentences dictated by the teacher (using GPCs, common exception words and punctuation taught so far).
- I can put two smaller words together to make a compound word.

**MATHS:**

- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- I can write fractions and recognise equivalence e.g. of 42 and 21.
- I can solve problems involving addition, subtraction, multiplication and division of money (including giving change).
- I can tell and write the time to five minutes.
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement.
- I can ask and answer questions about totalling and comparing categorical data.



**COMPUTING**

- I can understand that email can be used to communicate.
- I can develop skills in opening, composing and sending emails.
- I can open and listen to audio files.
- I can develop skills in editing and formatting text in emails.
- I can be aware of e-safety issues when using email.

**LIBRARY:**

- I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts.

**GEOGRAPHY:**

- I can use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.
- I can use vocabulary relating to human and physical geography (city, town, village, factory, farm, house, office, port, harbour shop; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).
- I can compare geographical similarities and differences through studying the human and physical geography of an area of the UK and an area of Australia.



**P.E.:**

- I can develop balance and co-ordination through ball skills and floor work.
- I can begin to compare my movements and skills with those of others.
- I can link my movements together smoothly and with control.
- I can use counter balance to create different shapes and movements for a theme.



**SCIENCE:**

- I can perform simple tests.
- I can ask simple questions and recognise that they can be answered in different ways.
- I can use my observations and ideas to suggest answers to questions.
- I can gather and record data to help answer my questions.

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