















**Learning Goals**







<b>K</b>	Knowledge
<b>S</b>	Skill
<b>U</b>	Understanding

		A Day in the Life	Brainwave: Metacognition	Brainwave: The Brain	Buildings	Creators and Communicators	Freeze It!	From A to B	Green Fingers!	Learning Safely Online	Live And Let Live	Look And Listen!	People Of The Past	Super Humans	The Earth: Our Home	The Magic Toymaker	Time Travellers	Treasure Islands	
<b>S</b> 	1.02 Be able to give instructions to control or direct a device or on-screen character							●											
<b>U</b>	1.03 Understand that there are a range of everyday devices that follow programs							●											
<b>K</b>	1.04 Know that an algorithm is a set of instructions							●											
<b>S</b>	1.09 Be able to use a child-friendly search engine to find images or information									●									
<b>S</b>	1.10 Be able to prioritise sources to use for research									●									
<b>S</b> 	1.11 Be able to use images, text and audio to communicate information	●				●				●									
<b>S</b>	1.12 Be able to use a given tool to collect and record information									●									
<b>S</b>	1.13 Be able to create graphs within a given template									●									
<b>U</b>	1.14 Understand that some images available on the internet are free from copyright					●				●									
<b>S</b>	1.15 Be able to save, retrieve and revise files	●								●									
<b>U</b>	1.17 Understand that passwords are used to protect users and should not be shared									●									
<b>U</b>	1.18 Understand that the internet is a public domain that presents privacy risks					●				●							●		
<b>S</b>	1.19 Be able to use games and models to enhance learning									●									
<b>K</b>	1.20 Know that there are different tools for communicating around the world					●				●									
<b>S</b>	1.21 Be able to use given software for a particular purpose	●				●				●									
<b>International</b>																			
<b>K</b>	1.01 Know about some celebrations - including those in the host and home/heritage or adopted countries									●							●	●	
<b>S</b> 	1.02 Be able to identify similarities and differences between the lives of children from different countries	●				●		●	●		●	●			●	●	●	●	
<b>S</b>	1.04 Be able to articulate where you consider home and why		●	●	●					●							●	●	
<b>U</b>	1.05 Understand the need to contribute to shared responsibilities	●					●		●	●	●			●	●				
<b>U</b>	1.06 Understand that people have an impact on the places that they visit	●							●	●				●	●				
<b>S</b> 	1.07 Be able to articulate how they should be making a contribution to positive change					●	●	●	●	●	●	●	●	●	●	●			
<b>S</b>	1.08 Be able to connect actions and consequences						●	●	●	●	●	●	●	●	●	●		●	
<b>U</b>	1.10 Understand that they can contribute to practices that promote physically and socially healthy classrooms, schools and local spaces				●	●				●		●	●	●	●			●	
<b>U</b>	1.11 Understand that the human race is diverse	●	●	●		●						●	●				●	●	
<b>K</b>	1.12 Know that individuals belong to different groups (e.g. family, school, nation)	●		●	●				●									●	
<b>U</b>	1.13 Understand why we have rules for specific groups/places	●								●			●					●	
<b>Music</b>																			
<b>S</b>	1.01 Be able to sing simple songs in unison and following the tune	●						●										●	
<b>S</b>	1.02 Be able to perform individually and/or with others	●				●		●				●	●					●	
<b>S</b>	1.03 Be able to respond to musical stimuli					●												●	
<b>S</b> 	1.04 Be able to recreate/imitate sounds and patterns							●				●						●	
<b>U</b>	1.05 Understand that musical elements can be used to create different effects	●						●						●				●	
<b>S</b>	1.06 Be able to improvise using voice and/or untuned percussion instruments in response to a stimulus	●											●					●	
<b>S</b> 	1.07 Be able to choose appropriate sounds and instruments when creating music and be able to give reasons for their choices	●				●		●					●					●	
<b>K</b>	1.08 Know that music can be represented by symbols											●						●	
<b>S</b> 	1.09 Be able to use symbols to represent sounds including in their own compositions																	●	
<b>S</b>	1.10 Be able to identify musical elements																	●	
<b>K</b>	1.11 Know the different ways sounds are made with a selection of instruments	●											●					●	
<b>U</b>	1.12 Understand how sounds and instruments communicate emotion and atmosphere	●				●							●					●	
<b>S</b> 	1.14 Be able to comment on their own musical experiences with supporting reasons					●						●	●					●	
<b>U</b>	1.15 Understand that music means different things to different people												●					●	
<b>Physical Education</b>																			
<b>S</b> 	1.01 Be able to connect movements in a sequence			●							●							●	
<b>S</b>	1.02 Be able to observe, copy and recreate expressive movements										●							●	
<b>K</b>	1.03 Know how to prepare for physical activity			●														●	
<b>U</b>	1.05 Understand the positive effects that exercise has on the body		●								●							●	

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<b>U</b>	1.09 Understand the connection between the eyes and the hands/feet
<b>S</b> 	1.10 Be able to demonstrate ways of moving with control
<b>U</b>	1.12 Understand that the rules are different for different games
<b>S</b> 	1.13 Be able to send and receive a variety of objects
<b>S</b> 	1.14 Be able to play simplified or adapted games
<b>S</b>	1.16 Be able to follow the rules of a game
<b>K</b>	1.18 Know how to be safe in and around water

Science		A Day in the Life	Brainwave: Metacognition	Brainwave: The Brain	Buildings	Creators and Communicators	Freeze It!	From A to B	Green Fingers!	Learning Safety Online	Live And Let Live	Look And Listen!	People Of The Past	Super Humans	The Earth: Our Home	The Magic Toymaker	Time Travellers	Treasure Islands
<b>S</b>	1.01 Be able to identify ways of finding out about scientific questions in familiar contexts			●	●				●		●	●		●	●	●	●	●
<b>U</b>	1.03 Understand that science provides evidence, not proof										●	●		●	●	●	●	●
<b>S</b>	1.04 Be able to follow guided experiments to try to answer scientific questions			●	●				●			●		●	●	●	●	●
<b>S</b>	1.05 Be able to connect scientific investigations to familiar contexts			●	●			●	●		●	●		●	●	●	●	●
<b>S</b> 	1.06 Be able to suggest independent variables to test in a guided investigation				●		●	●	●					●	●	●	●	●
<b>S</b> 	1.07 Be able to make predictions				●		●	●	●		●	●		●	●	●	●	●
<b>S</b> 	1.08 Be able to use the senses safely to make observations				●			●	●		●	●		●	●	●	●	●
<b>S</b>	1.09 Be able to make observations and take informal measurements				●		●	●	●		●	●		●	●	●	●	●
<b>S</b>	1.10 Be able to compare results			●	●		●	●	●		●	●		●	●	●	●	●
<b>S</b> 	1.11 Be able to compare results with predictions				●		●	●	●		●	●		●	●	●	●	●
<b>S</b> 	1.12 Be able to describe the method and results				●		●	●	●		●	●		●	●	●	●	●
<b>S</b> 	1.13 Be able to suggest improvements to investigations				●			●	●		●	●		●	●	●	●	●
<b>K</b>	1.14 Know the names of the main external body parts of humans and animals								●		●	●		●	●	●	●	●
<b>K</b>	1.15 Know the names of the senses and the organs connected to them								●					●	●	●	●	●
<b>K</b>	1.16 Know that plants need light and water to grow								●		●	●		●	●	●	●	●
<b>K</b>	1.17 Know the names of the parts of plants								●		●	●		●	●	●	●	●
<b>K</b>	1.18 Know that seeds can grow into plants								●		●	●		●	●	●	●	●
<b>K</b>	1.19 Know some differences between living things and things that have never been alive								●		●	●		●	●	●	●	●
<b>S</b>	1.20 Be able to sort living things in simple ways by features, lifecycles and behaviours								●		●	●		●	●	●	●	●
<b>K</b>	1.21 Know that eating food provides the body with energy						●							●	●	●	●	●
<b>S</b>	1.22 Be able to sequence given food chains										●	●		●	●	●	●	●
<b>K</b>	1.23 Know what all living things need to survive						●		●		●	●		●	●	●	●	●
<b>U</b>	1.24 Understand that people share environments with other living things								●		●	●		●	●	●	●	●
<b>U</b>	1.25 Understand that different locations support different living things								●		●	●		●	●	●	●	●
<b>K</b>	1.27 Know about similarities and differences between humans and other creatures										●	●		●	●	●	●	●
<b>K</b>	1.28 Know the basic nutrient groups and example foods for each group						●				●	●		●	●	●	●	●
<b>U</b>	1.29 Understand the interdependence between plants and animals, humans and animals & humans and plants								●		●	●		●	●	●	●	●
<b>K</b>	1.30 Know the names and basic properties of a range of materials				●											●	●	●
<b>S</b>	1.31 Be able to sort materials into groups according to their observable properties						●					●				●	●	●
<b>U</b>	1.32 Understand that what we use materials for is dependent upon their properties				●		●									●	●	●
<b>K</b>	1.33 Know that temperature is a measure of heat						●											
<b>S</b>	1.39 Be able to compare solids and liquids				●		●											
<b>K</b>	1.40 Know that there are different ways to change materials				●		●									●		
<b>S</b>	1.42 Be able to observe how things change when water is added				●		●											
<b>U</b>	1.48 Understand that the position of the sun in the sky appears to change during the course of a day										●	●						●
<b>K</b>	1.49 Know that the Moon is not a source of light											●						●
<b>K</b>	1.50 Know that the Sun, Earth and Moon are (approximately) spherical																	●
<b>K</b>	1.51 Know that the time taken for the Earth to orbit the Sun is equal to one year														●			●
<b>K</b>	1.55 Know that food is a store of energy													●				●

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<b>S</b>	1.57 Be able to predict some impacts on our lives if electricity were no longer available																	
<b>K</b>	1.58 Know which everyday appliances use electricity																	
<b>K</b>	1.59 Know that a circuit has to be complete to work																	
<b>S</b>	1.60 Be able to build a simple circuit to make devices work																	
<b>K</b>	1.65 Know about some uses of magnets in society																	
<b>K</b>	1.67 Know that sounds are made when objects vibrate																	
<b>U</b>	1.68 Understand how humans have made use of sound and light sources																	
<b>K</b>	1.69 Know that darkness is the absence of light																	
<b>S</b>	1.70 Be able to predict the shape of a shadow that blocks the passage of light from a source																	
<b>K</b>	1.73 Know how pushes and pulls can move objects																	
<b>S</b>	1.74 Be able to create push and pulls of different strengths																	
<b>U</b>	1.75 Understand how air resistance can slow or hinder movement																	

**Missed Learning Goals**

**Learning Goals**

<b>K</b>	Knowledge
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**Physical Education**

<b>S</b>	1.17 Be able to stand and move through the water with assistance
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