

Autumn 2 – Bonner Gives

Historical, Geographical and Social

E2: To explore how people's ways of life, including their own, change with location and time

I know that physical and human features influence the way people live their day to day lives in different places around the world.

I know that shared customs, and traditions and beliefs influence the way people live their day to day lives in different places around the world

I can ask and answer questions about life in different parts of the world

E3: to learn about links between our own locality and other places in the UK and beyond

I can locate England on a map of the UK and the UK on a map of Europe

I can locate Ethiopia on a map of the World

I can compare my locality to a different locality and describe the differences

I can explain how people travel to different places around the world.

I can compare the human and physical geography of the UK and Ethiopia.

E6: To use the internet and other digital sources to find out about distant and contrasting places (i.e. Ethiopia)

I can use the internet, books and school trips to answer my questions

E7: To learn the importance of rules and to recognise the difference between right and wrong and what is fair and unfair

I can discuss the importance of helping others through charity

I can talk about the importance of treating people equally despite race, age, sex etc.

Understanding Physical Development, health and well being

E4: To recognise right and wrong what is fair and unfair and explain why

I can talk about places and events in the world in which children and their families are treated unfairly

I can work on projects with my class to show my support to organisations who are trying to make things more fair

E2: To listen to, and show consideration for other people's views

Working in Groups:

I can work well with my partner during reading, taking a turn at being the teacher/helper

I can tell my talk partner about things I have done and can listen when they tell me about what they have done

I can talk with a partner about ideas of how to solve a problem or challenge set by my teacher

I can work with up to three other people in a group organised by my teacher where our individual roles are clearly define

Science and Technological Understanding

E9: To explore simple electrical circuits and to find out how electricity is used in the home, at school and in some products.

I can tell someone (eg. visitor, parent, other child) that mains sockets are dangerous (eg the electricity is so powerful it could kill you) and that plugs should not be touched with wet hands.
I know that some everyday appliances use electricity. These include things that light up, heat up, produce sounds and move.
I know that some devices use batteries which supply electricity. These can be handled safely to make connections to the positive and negative poles of the battery.
I can make a complete circuit using a battery, wires and bulbs/buzzer or motors.
I can explore how to make a bulb light, explaining what happened, and using drawings to present results.

Understanding the Arts

E2: to try out a range of tools and techniques with a range of artistic purposes.

When working with collage I can use shapes, textures, colours, pattern and shape in my artwork
Mix paper and other materials with different textures and appearances when making Christmas tree backdrop for Nativity.

E3: to use role play and drama to engage and empathise with characters, situations and events from known stories

I know that stories (The Nativity) can be expressed through role play.
I use what I have learned about people in history to recreate dramas about their lives i.e The Nativity/The Nutcracker
I develop the instinct for changing make-believe play into drama
I am able to use drama to interact with other children
I use everyday objects to represent my imagined world e.g nutcracker doll/crib/gold/myrrh/star etc.

E4: to sing songs and play musical instruments with expression and control, listening and observing carefully

E5: To listen and observe carefully, taking account of instructions

I know that songs can be sung with different expression and mood
I know that the sense of occasion affects the performance
I can take part in singing songs following the tune (melody) well.
I perform with others taking instructions from the leader
I can sing along to a music tape or accompaniment, keeping time with the music and other singers
I can sing from memory with accurate pitch

I can maintain a simple part within a group

Discrete:

ICT: to use the paint program to produce an illustration for a traditional tale and to use these illustrations to produce an EBook.

I can explore a website to find information.
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I can search the internet safely

I can give a presentation to my peers using ICT

I can create an illustration that helps tell a story.

I can save my work independently, and retrieve and amend my work with help.

I can follow instructions on the safe use of online resources.
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I can prepare a presentation using ICT
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PE

E1: To work and play independently and in groups

I can work with others during games and activities,

E2: To listen to, and show consideration for, other people's views.

I can listen carefully and share ideas.

E3: To talk about their own and other's strengths and how to improve

I can recognise my own strengths and those of others and develop these.

E8: To develop control and coordination of their physical movements

I can travel confidently on different parts of the body

I can bounce, hop and spring using a variety of take off and landings

I can rotate and twist on different body parts
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Religious Education

E3: To identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning.

I can tell a Christian (Sikh, etc.) story and say some things that people believe

I can talk about some of the things that are the same for different religious people
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I can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about
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