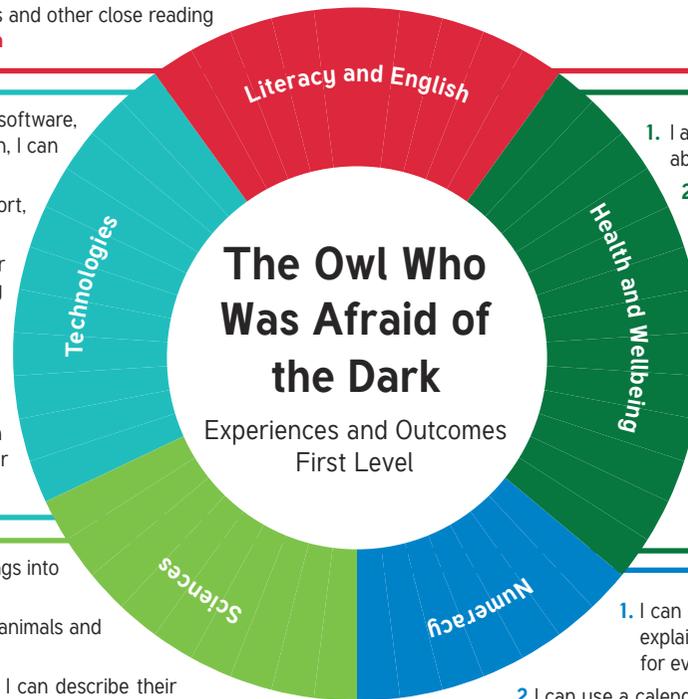


1. When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**
2. As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**
3. I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**
4. I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**
5. To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**
6. To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**
7. I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**
8. I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**
9. By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**
10. I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**
11. I can describe and share my experiences and how they made me feel. **ENG 1-30a**

1. As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 1-03a**
1. I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b**
1. I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 1-04a**
1. I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b**
1. I am developing problem-solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. **TCH 1-09a**

1. I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**
2. I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**
3. By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. **SCN 1-06a**
4. By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. **SCN 1-14a**



1. I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 1-01a**
2. I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 1-02a**
3. I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 1-03a**
4. I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a**
5. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 1-16a**
6. I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 1-17a**

1. I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a**
2. I can use a calendar to plan and be organised for key events for myself and my class throughout the year. **MNU 1-10b**
3. I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c**

Art and design

1. I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**
2. I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**
3. I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 1-04a**
4. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a**

Dance

1. I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**
2. Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 1-09a**

Drama

1. I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

Music

1. Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**



- I can listen to the story of 'The Owl Who Is Afraid of the Dark'. **(1, 3)**
- I can ask questions and discuss the story 'The Owl Who Was Afraid of the Dark'. **(2, 3)**
- I can answer questions about the story 'The Owl who was Afraid of the Dark'. **(4,5)** Useful resources: [The Owl Who Was Afraid of the Dark Differentiated Reading Comprehension Activity](#), [Who Said Dark Is...? Differentiated Activity Sheet](#), [Where Does Plop Live? Activity Sheet](#).
- I can describe Plop and/or the other main characters in the story 'The Owl Who Was Afraid of the Dark'. **(6)** Useful resources: [Find the Words for Dark Activity Sheet](#), [Meet the Characters Draw and Write Differentiated Activity Sheet](#).
- I can write about how dark makes me feel. **(6, 7, 10, 11)** Useful resources: [Find the Words for Dark Activity Sheet](#), [Dark Is...Activity Sheet](#).
- I can create another chapter for the story describing what dark is. **(7, 8)** Useful resource: [Dark Is - A New Chapter Differentiated Activity Sheets](#).
- I can explain what happens in the story. **(8)**
- I can use descriptive and interesting words in my writing. **(9)** Useful resources: [The Owl Who Was Afraid of the Dark Alliteration Activity Sheet](#), [Firework Colour and Describe Activity Sheet](#), [Firework Onomatopoeias Activity Sheet](#).

- I can identify what makes an owl a living thing. **(1)** Useful resources include: [Sorting Living Things and Non Living Things](#), [Characteristics of Living Things Display Poster](#), [Plant Science Year 2 Living Things and Their Habitats Lesson 1 Living Dead or Never Alive](#).
- I can find facts about different species of owl and complete a fact file for each. **(1, 4)** Useful resource: [Types of Owl Display Posters](#), [Owl Words](#), [Barn Owls Reading Comprehension](#), [Owl Fact File Activity Sheets](#), [About Owls like Plop Differentiated Activity Sheet Sheets](#).
- I can investigate the life cycle of an owl. **(1)** Useful resource: [Barn Owl Life Cycle Differentiated Activity Sheet](#).
- I can investigate what an owl eats and where it is in a food chain. **(2)** Useful resources include: [Food Chain Word Cards](#), [Food Chain Tubes Activity](#), [Food Chain Word Mat with Images](#).
- I can observe the Sun and Moon safely. **(3)**
- I can identify what happens to the Sun and Moon during day and night. **(3)** [Day and Night Display Posters](#), [Day and Night Video PowerPoint](#).
- I can explain how the Sun affects our length of day, month and year. **(3)** Useful resources include: [Earth, Sun and Moon Labelling Diagram Activity](#), [Sun, Moon and Earth PowerPoint Task Setter](#), [Earth, Sun and Moon PowerPoint Quiz](#), [Earth, Sun and Moon Fact Diagram Activity](#), [Earth, Sun and Moon Activity Sheets](#).

- I can use the Internet to search for information about owls. **(1, 2, 3)** Useful resource: [Owl Fact File Activity Sheets](#).
- I can use a simple database to store and manage information about owls. **(1, 2, 3)**
- I can use software to create a presentation about owls for my peers, using information and images. **(2, 3, 4)**
- I can use a camera or tablet to record role play situations etc. related to the story. **(3, 4)**
- I can use a programmable toy as Plop and create a route for him to take on a night adventure for others to navigate through. **(3, 5)**

Other useful resources:

- [The Owl Who Was Afraid of the Dark Display Banner](#)
- [The Owl Who Was Afraid of the Dark Word Mat](#)
- [The Owl Who Was Afraid of the Dark Differentiated Word Search](#)
- [Cute Owl Themed Classroom Display and Stationery Pack](#)
- [Owls Reward Display Pack](#)
- [Owl Page Borders](#)
- [Fireworks Night Word Mat](#)
- [Bonfire Fireworks Display Words](#)
- [Firework Display Photos](#)
- [Nocturnal Animals PowerPoint](#)
- [A Baby Owl's Day Game](#).



- I can compare my daily routine with Plop the owl's routine. **(1)** Useful resources include: [Day and Night Event Activity](#), [12 Hour Clock Day Planner](#), [A Baby Owl's Day Game](#).
- I can describe times using 12 hour clock for events in my day and Plop's day. **(1)** Useful resources: [12 Hour Clock Day Planner](#), [A Baby Owl's Day Game](#).
- I can use a calendar to identify events from 'The Owl Who Was Afraid of the Dark' and compare these events with our class calendar. **(2)** Useful resources: [Owl Themed Display Calendar](#), [Night and Day Themed Calendar Template](#), [Ready-Made Calendar Display Pack](#).
- I can measure the time I take to complete a task and compare what I can do in the time it takes e.g. Mr Barn Owl to hunt for food for Plop. **(3)**.

Art and design

- I can create an image of Plop the owl using a range of media and techniques. **(1,2)** Useful resources for colouring or collage: [Owl Colouring Sheets](#), [Classroom Display Owl Paper Model](#).
- I can create an image of the night sky, using a range of media and techniques, paying attention to the colour adjectives used to describe dark in Chapter 1 Dark is Exciting. **(1,2)**
- I can create an image of fireworks using a range of media and techniques. **(1,2)** Useful resources include: [Fireworks Bonfire Night Colouring Sheets](#), [Fireworks Themed Mindfulness Colouring Sheets](#), [Finger Paint Fireworks Chinese New Year Craft Instructions](#).
- I can use my own Nature Sketchbook to record different images when I am outdoors. **(1, 2, 3, 4)** Useful resource: link to [My Nature Sketchbook](#) .

Dance

- I can create an owl dance using selected movements that Plop makes in the story e.g. somersaults, standing on one leg, jumping, running, landing etc. **(1, 2)**

Drama

- I can adopt a role and act out parts of the story I have read. **(3)** Useful resources: [Owl Story Role Play Masks](#), [Owl Small World Background](#), [Owl Role Play Masks](#).

Music

- I can create a sound story of the dark using my voice and different instruments. **(4)**

- I can talk about things people are scared of. **(1)**
- I can describe my own fears. **(1)** Useful resources include: [Draw 5 Things That Make You Scared](#), [Scared Chart](#), [Write Down 5 Things That Make You Scared](#).
- I can describe strategies I can use to help me when I feel scared. **(1, 2)**
- I know who to ask for help if I feel scared. **(2, 3)**
- I know that our feelings can change depending upon what is happening around us. **(4)**
- I know how to stay safe around fireworks and fire. **(5, 6)** Useful resources include: [Fireworks Bonfire Night Safety Posters](#).

