

## Key Assessment Criteria: *Being a speaker*

A year 1 speaker	A year 2 speaker	A year 3 speaker
<ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <li>• I can re-tell a well known story and remember the main characters.</li> <li>• I can hold attention when playing and learning with others.</li> <li>• I can keep to the main topic when we are talking in a group.</li> <li>• I can ask questions in order to get more information.</li> <li>• I can start a conversation with an adult I know well or with my friends.</li> <li>• I listen carefully to the things other people have to say in a group.</li> <li>• I join in with conversations in a group.</li> <li>• I join in with role play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask question to get more information and clarify meaning.</li> <li>• I can talk in complete sentences.</li> <li>• I can decide when I need to use specific vocabulary.</li> <li>• I can take turns when talking in pairs or a small group.</li> <li>• I am aware that formal and informal situations require different language (beginning).</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>• I take a full part in paired and group discussions.</li> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I can retell a story using narrative language and add relevant detail.</li> <li>• I can show that I have listened carefully because I make relevant comments.</li> <li>• I can present ideas or information to an audience.</li> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I can perform poems from memory adapting expression and tone as appropriate.</li> </ul>

## Key Assessment Criteria: *Being a speaker*

A year 4 speaker	A year 5 speaker	A year 6 speaker
<ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• I show that I know that language choices vary in different contexts.</li> <li>• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I can justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• I can engage the listener by varying my expression and vocabulary.</li> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I can develop my ideas and opinions, providing relevant detail.</li> <li>• I can express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• I use Standard English in formal situations.</li> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> <li>• I begin to select the appropriate register according to the context.</li> </ul>	<ul style="list-style-type: none"> <li>• I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>• I ask questions to develop ideas and take account of others' views.</li> <li>• I explain ideas and opinions giving reasons and evidence.</li> <li>• I take an active part in discussions and can take on different roles.</li> <li>• I listen to, and consider the opinions of, others in discussions.</li> <li>• I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>• I can sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>• I can express possibilities using hypothetical and speculative language.</li> <li>• I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> <li>• I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>• I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li> </ul>

## Key Assessment Criteria: *Being a reader*

A year 1 reader	
<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can match all 40+ graphemes to their phonemes.</li> <li>• I can blend sounds in unfamiliar words.</li> <li>• I can divide words into syllables.</li> <li>• I can read compound words.</li> <li>• I can read words with contractions and understand that the apostrophe represents the missing letters.</li> <li>• I can read phonetically decodable words.</li> <li>• I can read words that end with 's, -ing, -ed, -est</li> <li>• I can read words which start with un-.</li> <li>• I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)</li> <li>• I can read words of more than one syllable that contain taught GPCs.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I can say what I like and do not like about a text.</li> <li>• I can link what I have heard or read to my own experiences.</li> <li>• I can retell key stories orally using narrative language.</li> <li>• I can talk about the main characters within a well known story.</li> <li>• I can learn some poems and rhymes by heart.</li> <li>• I can use what I already know to understand texts.</li> <li>• I can check that my reading makes sense and go back to correct when it doesn't.</li> <li>• I can draw inferences from the text and/or the illustrations. (Beginning)</li> <li>• I can make predictions about the events in the text.</li> <li>• I can explain what I think a text is about.</li> </ul>

## Key Assessment Criteria: *Being a reader*

### A year 2 reader

#### Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

#### Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

## Key Assessment Criteria: *Being a reader*

### A year 3 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key Assessment Criteria: *Being a reader*

A year 4 reader	
<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>• I can use a dictionary to check the meaning of unfamiliar words.</li> <li>• I can discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>• I can identify some of the literary conventions in different texts.</li> <li>• I can identify the (simple) themes in texts.</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• I can explain the meaning of words in context.</li> <li>• I can ask relevant questions to improve my understanding of a text.</li> <li>• I can infer meanings and begin to justify them with evidence from the text.</li> <li>• I can predict what might happen from details stated and from the information I have deduced.</li> <li>• I can identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>• I can identify some text type organisational features, for example, narrative, explanation and persuasion.</li> <li>• I can retrieve information from non-fiction texts.</li> <li>• I can build on others' ideas and opinions about a text in discussion.</li> </ul>

## Key Assessment Criteria: *Being a reader*

### A year 5 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

#### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key Assessment Criteria: *Being a reader*

A year 6 reader	
<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u>.</li> <li>• I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.</li> <li>• I can read fluently, using punctuation to inform meaning.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.</li> <li>• I can read books that are structured in different ways.</li> <li>• I can recognise texts that contain features from more than one text type.</li> <li>• I can evaluate how effectively texts are structured and presented.</li> <li>• I can read non-fiction texts to help with my learning.</li> <li>• I read accurately and check that I understand.</li> <li>• I can recommend books to others and give reasons for my recommendation.</li> <li>• I can identify themes in texts.</li> <li>• I can identify and discuss the conventions in different text types.</li> <li>• I can identify the key points in a text.</li> <li>• I can recite a range of poems by heart, e.g. narrative verse, sonnet.</li> <li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>



# Key Assessment Criteria: *Being a writer*

## A year 1 writer

### Transcription

#### Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

#### Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

### Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

### Grammar and punctuation

#### Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

#### Text structure

- I can sequence sentences to form a narrative.

#### Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

# Key Assessment Criteria: Being a writer

## A year 2 writer

### Transcription

#### Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

#### Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

### Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

### Grammar and punctuation

#### Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

#### Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

#### Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

## Key Assessment Criteria: *Being a writer*

### A year 3 writer

#### Transcription

##### Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

##### Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

#### Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

#### Grammar and punctuation

##### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

##### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

##### Punctuation

- I can use inverted commas to punctuate direct speech.

## Key Assessment Criteria: *Being a writer*

### A year 4 writer

#### Transcription

##### Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

##### Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

#### Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

#### Grammar and punctuation

##### Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

##### Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

##### Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

# Key Assessment Criteria: *Being a writer*

## A year 5 writer

### Transcription

#### Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

#### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

## Key Assessment Criteria: Being a writer

### A year 6 writer

#### Transcription

##### Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

##### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

#### Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

#### Grammar and punctuation

##### Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

##### Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

##### Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

## Key Assessment Criteria: *Being a mathematician (full version)*

### A year 1 mathematician

#### Number and place value

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

#### Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

#### Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

#### Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

#### Geometry – properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

#### Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

# Key Assessment Criteria: Being a mathematician (full version)

## A year 2 mathematician

### Number and place value

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using  $<$   $>$   $=$  signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

### Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### Fractions

- I recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of  $2/4$  and  $1/2$ .

### Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$ .
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in  $^{\circ}\text{C}$  using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for  $\pounds$  and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

### Geometry – properties of shapes

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.

### Geometry – position and direction

- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement (including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise)).

### Statistics

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct 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 ask and answer questions about totalling and comparing categorical data.



# Key Assessment Criteria: Being a mathematician (full version)

## A year 3 mathematician

### Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

### Calculations

- I can add and subtract mentally, including:
  - A 3-digit number and ones
  - A 3-digit number and tens
  - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

### Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

### Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

### Geometry – properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.

### Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

# Key Assessment Criteria: Being a mathematician (full version)

## A year 4 mathematician

### Number, place value, approximation and estimation/rounding

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

### Calculations

- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to  $12 \times 12$ .
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

### Fractions, decimals and percentages

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract fractions within the same denominator.
- I recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

### Measurement

- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures. Including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

### Geometry – properties of shapes

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry.
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

### Geometry – position and direction

- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

### Statistics

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# Key Assessment Criteria: Being a mathematician (full version)

## A year 5 mathematician

### Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

### Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

### Fractions, decimals and percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements  $>1$  as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator or a multiple of 10 or 25.

### Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl squares), and including using standard units ( $\text{cm}^2$  and  $\text{cm}^3$ ) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

### Geometry – properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and  $\frac{1}{2}$  a turn.
- I can identify other multiples of  $90^\circ$ .
- I can draw given angles and measure them in degrees.

### Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.

# Key Assessment Criteria: Being a mathematician (full version)

## A year 6 mathematician

### Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

### Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

### Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions  $> 1$ .
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

### Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Algebra

- I can express missing number problems algebraically.
- I can use a simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

### Measurement

- I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

### Geometry – properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

### Geometry – position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).

### Statistics

- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

## Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 1 mathematician	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• I can count reliably to 100.</li> <li>• I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.</li> <li>• I can write all numbers in words to 20.</li> <li>• I can say the number that is one more or one less than a number to 100.</li> <li>• I can recall all pairs of addition and subtraction number bonds to 20.</li> <li>• I can add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> <li>• I know the signs + - =.</li> <li>• I can solve a missing number problem.</li> <li>• I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.</li> </ul>	<p><b>Measurement and geometry</b></p> <ul style="list-style-type: none"> <li>• I recognise all coins.</li> <li>• I recognise and can name the 2D shapes: circle, triangle, square and rectangle.</li> <li>• I recognise and can name the 3D shapes: cuboid, pyramid, sphere.</li> <li>• I can name the days of the week and months of the year.</li> <li>• I can tell the time to o'clock and half past the hour.</li> </ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*

### A year 2 mathematician

#### Number

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the  $<$   $>$  and  $=$  signs.
- I can name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

#### Measurement, geometry and statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.

## Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 3 mathematician	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.</li> <li>• I can count from 0 in multiples of 4, 8, 50 and 100.</li> <li>• I can recognise the value of each digit in a 3-digit number.</li> <li>• I understand and can count in tenths, and find the fractional value of a given set.</li> <li>• I can add and subtract fractions with a common denominator.</li> <li>• I can derive and recall multiplication facts for 3, 4 and 8x tables.</li> <li>• I can add and subtract mentally combinations of 1-digit and 2-digit numbers.</li> <li>• I can add and subtract numbers with up to 3-digits using formal written methods.</li> <li>• I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.</li> <li>• I can calculate 2-digit x 1-digit.</li> <li>• I can solve number problems using one and two step problems</li> </ul>	<p><b>Measurement, geometry and statistics</b></p> <ul style="list-style-type: none"> <li>• I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.</li> <li>• I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>• I can tell the time to the nearest minute and use specific vocabulary, including seconds, am &amp; pm.</li> <li>• I can measure, compare, add and subtract using common metric measures.</li> <li>• I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.</li> </ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*

<b>A year 4 mathematician</b>	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• I can recall all multiplication facts to 12 x 12.</li> <li>• I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.</li> <li>• I can count backwards through zero to include negative numbers.</li> <li>• I can compare numbers with the same number of decimal places up to 2-decimal places.</li> <li>• I can recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• I can add and subtract with up to 1-decimal place using formal written methods of columnar addition and subtraction.</li> <li>• I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.</li> <li>• I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</li> <li>• I can solve two step addition and subtraction problems in context.</li> <li>• I can solve problems involving multiplication.</li> </ul>	<p><b>Measurement, geometry and statistics</b></p> <ul style="list-style-type: none"> <li>• I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>• I know that angles are measured in degrees and can identify acute and obtuse angles.</li> <li>• I can compare and order angles up to two right angles by size.</li> <li>• I can measure and calculate the perimeter of a rectilinear figure in cm and m.</li> <li>• I can read, write and convert between analogue and digital 12 and 24 hour times.</li> <li>• I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul>



# Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 5 mathematician	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.</li> <li>• I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.</li> <li>• I recognise mixed numbers and improper fractions and can convert from one to the other.</li> <li>• I can read and write decimal numbers as fractions.</li> <li>• I recognise the % symbol and understand percent relates to a number of parts per hundred.</li> <li>• I can write percentages as a fraction with denominator hundred and as a decimal fraction.</li> <li>• I can compare and add fractions whose denominators are all multiples of the same number.</li> <li>• I can multiply and divide numbers mentally drawing on known facts up to <math>12 \times 12</math>.</li> <li>• I can round decimals with 2dp to the nearest whole number and to 1dp.</li> <li>• I recognise and use square numbers and cube numbers; and can use the notation <math>^2</math> and <math>^3</math>.</li> <li>• I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>• I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.</li> <li>• I can divide numbers up to 4-digits by a 1-digit number.</li> <li>• I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.</li> <li>• I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</li> <li>• I can solve problems involving numbers up to 3dp.</li> </ul>	<p><b>Measurement, geometry and statistics</b></p> <ul style="list-style-type: none"> <li>• I know that angles are measured in degrees.</li> <li>• I can estimate and compare acute, obtuse and reflex angles.</li> <li>• I can draw given angles and measure them in degrees.</li> <li>• I can convert between different units of metric measures and estimate volume and capacity.</li> <li>• I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.</li> <li>• I can calculate and compare the areas of squares and rectangles including using standards units (<math>\text{cm}^2</math> and <math>\text{m}^2</math>).</li> <li>• I can solve comparison, sum and difference problems using information presented in a line graph.</li> </ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*

### A year 6 mathematician

#### Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

#### Measurement, geometry and statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and visa versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

# Key Assessment Criteria: *Being a scientist*

A year 3 scientist			
<p><b>Working scientifically (Y3 and Y4)</b></p> <ul style="list-style-type: none"> <li>I can ask relevant scientific questions.</li> <li>I can use observations and knowledge to answer scientific questions.</li> <li>I can set up a simple enquiry to explore a scientific question.</li> <li>I can set up a test to compare two things.</li> <li>I can set up a fair test and explain why it is fair.</li> <li>I can make careful and accurate observations, including the use of standard units.</li> <li>I can use equipment, including thermometers and data loggers to make measurements.</li> <li>I can gather, record, classify and present data in different ways to answer scientific questions.</li> <li>I can use diagrams, keys, bar charts and tables; using scientific language.</li> <li>I can use findings to report in different ways, including oral and written explanations, presentation.</li> <li>I can draw conclusions and suggest improvements.</li> <li>I can make a prediction with a reason.</li> <li>I can identify differences, similarities and changes related to an enquiry.</li> </ul>	<p><b>Biology</b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>I can describe the function of different parts of flowering plants and trees.</li> <li>I can explore and describe the needs of different plants for survival.</li> <li>I can explore and describe how water is transported within plants.</li> <li>I can describe the plant life cycle, especially the importance of flowers.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can explain the importance of a nutritious, balanced diet.</li> <li>I can explain how nutrients, water and oxygen are transported within animals and humans.</li> <li>I can describe and explain the skeletal system of a human.</li> <li>I can describe and explain the muscular system of a human.</li> <li>I can describe the purpose of the skeleton in humans and animals.</li> </ul>	<p><b>Chemistry</b></p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> <li>I can compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>I can describe how fossils are formed.</li> <li>I can describe how soil is made.</li> <li>I can describe and explain the difference between sedimentary and igneous rock.</li> </ul>	<p><b>Physics</b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>I can describe what dark is (the absence of light).</li> <li>I can explain that light is needed in order to see.</li> <li>I can explain that light is reflected from a surface.</li> <li>I can explain and demonstrate how a shadow is formed.</li> <li>I can explore shadow size and explain.</li> <li>I can explain the danger of direct sunlight and describe how to keep protected.</li> </ul> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> <li>I can explore and describe how objects move on different surfaces.</li> <li>I can explain how some forces require contact and some do not, giving examples.</li> <li>I can explore and explain how objects attract and repel in relation to objects and other magnets.</li> <li>I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>I can describe how magnets work.</li> <li>I can predict whether magnets will attract or repel and give a reason.</li> </ul>

# Key Assessment Criteria: *Being a scientist*

A year 4 scientist			
<p><b>Working scientifically (Y3 and Y4)</b></p> <ul style="list-style-type: none"> <li>I can ask relevant scientific questions.</li> <li>I can use observations and knowledge to answer scientific questions.</li> <li>I can set up a simple enquiry to explore a scientific question.</li> <li>I can set up a test to compare two things.</li> <li>I can set up a fair test and explain why it is fair.</li> <li>I can make careful and accurate observations, including the use of standard units.</li> <li>I can use equipment, including thermometers and data loggers to make measurements.</li> <li>I can gather, record, classify and present data in different ways to answer scientific questions.</li> <li>I can use diagrams, keys, bar charts and tables; using scientific language.</li> <li>I can use findings to report in different ways, including oral and written explanations, presentation.</li> <li>I can draw conclusions and suggest improvements.</li> <li>I can make a prediction with a reason.</li> <li>I can identify differences, similarities and changes related to an enquiry.</li> </ul>	<p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I can group living things in different ways.</li> <li>I can use classification keys to group, identify and name living things.</li> <li>I can create classification keys to group, identify and name living things (for others to use).</li> <li>I can describe how changes to an environment could endanger living things.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can identify and name the parts of the human digestive system.</li> <li>I can describe the functions of the organs in the human digestive system.</li> <li>I can identify and describe the different types of teeth in humans.</li> <li>I can describe the functions of different human teeth.</li> <li>I can use food chains to identify producers, predators and prey.</li> <li>I can construct food chains to identify producers, predators and prey.</li> </ul>	<p><b>Chemistry</b></p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> <li>I can group materials based on their state of matter (solid, liquid, gas).</li> <li>I can describe how some materials can change state.</li> <li>I can explore how materials change state.</li> <li>I can measure the temperature at which materials change state.</li> <li>I can describe the water cycle.</li> <li>I can explain the part played by evaporation and condensation in the water cycle.</li> </ul>	<p><b>Physics</b></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>I can describe how sound is made.</li> <li>I can explain how sound travels from a source to our ears.</li> <li>I can explain the place of vibration in hearing.</li> <li>I can explore the correlation between pitch and the object producing a sound.</li> <li>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</li> <li>I can describe what happens to a sound as it travels away from its source.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>I can identify and name appliances that require electricity to function.</li> <li>I can construct a series circuit.</li> <li>I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>I can draw a circuit diagram.</li> <li>I can predict and test whether a lamp will light within a circuit.</li> <li>I can describe the function of a switch in a circuit.</li> <li>I can describe the difference between a conductor and insulators; giving examples of each.</li> </ul>

# Key Assessment Criteria: *Being a scientist*

A year 5 scientist			
<p><b>Working scientifically (Y5 and Y6)</b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurate and precisely using a range of equipment.</li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use the outcome of test results to make predictions and set up a further comparative fair test.</li> <li>I can report findings from enquiries in a range of ways.</li> <li>I can explain a conclusion from an enquiry.</li> <li>I can explain causal relationships in an enquiry.</li> <li>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul>	<p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.</li> <li>I can describe the differences between different life cycles.</li> <li>I can describe the process of reproduction in plants.</li> <li>I can describe the process of reproduction in animals.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can create a timeline to indicate stages of growth in humans.</li> </ul>	<p><b>Chemistry</b></p> <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> <li>I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets).</li> <li>I can describe how a material dissolves to form a solution; explaining the process of dissolving.</li> <li>I can describe and show how to recover a substance from a solution.</li> <li>I can describe how some materials can be separated.</li> <li>I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</li> <li>I know and can demonstrate that some changes are reversible and some are not.</li> <li>I can explain how some changes result in the formation of a new material and that this is usually irreversible.</li> <li>I can discuss reversible and irreversible changes.</li> <li>I can give evidenced reasons why materials should be used for specific purposes.</li> </ul>	<p><b>Physics</b></p> <p><u>Earth and space</u></p> <ul style="list-style-type: none"> <li>I can describe and explain the movement of the Earth and other planets relative to the Sun.</li> <li>I can describe and explain the movement of the Moon relative to the Earth.</li> <li>I can explain and demonstrate how night and day are created.</li> <li>I can describe the Sun, Earth and Moon (using the term spherical).</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>I can explain what gravity is and its impact on our lives.</li> <li>I can identify and explain the effect of air resistance.</li> <li>I can identify and explain the effect of water resistance.</li> <li>I can identify and explain the effect of friction.</li> <li>I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>

# Key Assessment Criteria: *Being a scientist*

A year 6 scientist			
<b>Working scientifically (Y5 and Y6)</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurate and precisely using a range of equipment.</li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use the outcome of test results to make predictions and set up a further comparative fair test.</li> <li>I can report findings from enquiries in a range of ways.</li> <li>I can explain a conclusion from an enquiry.</li> <li>I can explain causal relationships in an enquiry.</li> <li>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I can classify living things into broad groups according to observable characteristics and based on similarities &amp; differences.</li> <li>I can describe how living things have been classified.</li> <li>I can give reasons for classifying plants and animals in a specific way.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system.</li> <li>I can describe the function of the heart, blood vessels and blood.</li> <li>I can discuss the impact of diet, exercise, drugs and life style on health.</li> <li>I can describe the ways in which nutrients and water are transported in animals, including humans.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>I can describe how the earth and living things have changed over time.</li> <li>I can explain how fossils can be used to find out about the past.</li> <li>I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</li> <li>I can explain how animals and plants are adapted to suit their environment.</li> <li>I can link adaptation over time to evolution.</li> <li>I can explain evolution.</li> </ul>	<p>No content</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>I can explain how light travels.</li> <li>I can explain and demonstrate how we see objects.</li> <li>I can explain why shadows have the same shape as the object that casts them.</li> <li>I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>I can explain how the number &amp; voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>I can compare and give reasons for why components work and do not work in a circuit.</li> <li>I can draw circuit diagrams using correct symbols.</li> </ul>

## Key Assessment Criteria: *Being an historian*

A year 1 historian	A year 2 historian	A year 3 historian
<ul style="list-style-type: none"> <li>• I can use words and phrases like: old, new and a long time ago.</li> <li>• I can recognise that some objects belonged to the past.</li> <li>• I can explain how I have changed since I was born.</li> <li>• I can explain how some people have helped us to have better lives.</li> <li>• I can ask and answer questions about old and new objects.</li> <li>• I can spot old and new things in a picture.</li> <li>• I can explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words and phrases like: before, after, past, present, then and now.</li> <li>• I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</li> <li>• I can give examples of things that were different when my grandparents were children.</li> <li>• I can find out things about the past by talking to an older person.</li> <li>• I can answer questions using books and the internet.</li> <li>• I can research the life of a famous person from the past using different sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened.</li> <li>• I can explain some of the times when Britain has been invaded.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can research in order to find similarities and differences between two or more periods of history.</li> </ul>

## Key Assessment Criteria: *Being an historian*

A year 4 historian	A year 5 historian	A year 6 historian
<ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>• I can explain how Parliament affects decision making in England.</li> <li>• I can explain how our locality has changed over time.</li> <li>• I can test out a hypothesis in order to answer questions.</li> <li>• I can describe how crime and punishment has changed over a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>• I can summarise how Britain has had a major influence on the world.</li> <li>• I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>• I can identify and explain differences, similarities and changes between different periods of history.</li> <li>• I can identify and explain propaganda.</li> <li>• I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>• I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>



## Key Assessment Criteria: *Being a geographer*

A year 1 geographer	A year 2 geographer	A year 3 geographer
<ul style="list-style-type: none"> <li>• I can keep a weather chart and answer questions about the weather.</li> <li>• I can explain where I live and tell someone my address.</li> <li>• I can explain some of the main things that are in hot and cold places.</li> <li>• I can explain the clothes that I would wear in hot and cold places.</li> <li>• I can explain how the weather changes throughout the year and name the seasons.</li> <li>• I can name the four countries in the United Kingdom and locate them on a map.</li> <li>• I can name some of the main towns and cities in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I like and do not like about the place I live in.</li> <li>• I can say what I like and do not like about a different place.</li> <li>• I can describe a place outside Europe using geographical words.</li> <li>• I can describe some of the features of an island.</li> <li>• I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• I can explain how jobs may be different in other locations.</li> <li>• I can explain how an area has been spoilt or improved and give my reasons.</li> <li>• I can explain the facilities that a village, town and city may need and give reasons.</li> <li>• I can name the continents of the world and locate them on a map.</li> <li>• I can name the world oceans and locate them on a map.</li> <li>• I can name the capital cities of England, Wales, Scotland and Ireland.</li> <li>• I can find where I live on a map of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the correct geographical words to describe a place.</li> <li>• I can use some basic Ordnance Survey map symbols.</li> <li>• I can use grid references on a map.</li> <li>• I can use an atlas by using the index to find places.</li> <li>• I can describe how volcanoes are created.</li> <li>• I can locate and name some of the world's most famous volcanoes.</li> <li>• I can describe how earthquakes are created.</li> <li>• I can name a number of countries in the northern hemisphere.</li> <li>• I can name and locate the capital cities of neighbouring European countries.</li> </ul>

## Key Assessment Criteria: *Being an artist*

A year 1 artist	A year 2 artist	A year 3 artist
<ul style="list-style-type: none"> <li>• I can show how people feel in paintings and drawings.</li> <li>• I can create moods in art work.</li> <li>• I can use pencils to create lines of different thickness in drawings.</li> <li>• I can name the primary and secondary colours.</li> <li>• I can create a repeating pattern in print.</li> <li>• I can cut, roll and coil materials.</li> <li>• I can use IT to create a picture.</li> <li>• I can describe what I can see and give an opinion about the work of an artist.</li> <li>• I can ask questions about a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and use three different grades of pencil when drawing.</li> <li>• I can use charcoal, pencil and pastel to create art.</li> <li>• I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• I can mix paint to create all the secondary colours.</li> <li>• I can create brown with paint.</li> <li>• I can create tints with paint by adding white.</li> <li>• I can create tones with paint by adding black.</li> <li>• I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>• I can make a clay pot.</li> <li>• I can join two clay finger pots together.</li> <li>• I can use different effects within an IT paint package.</li> <li>• I can suggest how artists have used colour, pattern and shape.</li> <li>• I can create a piece of art in response to the work of another artist.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show facial expressions in my art.</li> <li>• I can use sketches to produce a final piece of art.</li> <li>• I can use different grades of pencil to shade and to show different tones and textures.</li> <li>• I can create a background using a wash.</li> <li>• I can use a range of brushes to create different effects in painting.</li> <li>• I can identify the techniques used by different artists.</li> <li>• I can use digital images and combine with other media in my art.</li> <li>• I can use IT to create art which includes my own work and that of others.</li> <li>• I can compare the work of different artists.</li> <li>• I recognise when art is from different cultures.</li> <li>• I recognise when art is from different historical periods.</li> </ul>

## Key Assessment Criteria: *Being an artist*

A year 4 artist	A year 5 artist	A year 6 artist
<ul style="list-style-type: none"> <li>• I can show facial expressions and body language in sketches and paintings.</li> <li>• I can use marks and lines to show texture in my art.</li> <li>• I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• I can show reflections in my art.</li> <li>• I can print onto different materials using at least four colours.</li> <li>• I can sculpt clay and other mouldable materials.</li> <li>• I can integrate my digital images into my art.</li> <li>• I can experiment with the styles used by other artists.</li> <li>• I can explain some of the features of art from historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and draw objects and use marks and lines to produce texture.</li> <li>• I can successfully use shading to create mood and feeling.</li> <li>• I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• I can use shading to create mood and feeling.</li> <li>• I can express emotion in my art.</li> <li>• I can create an accurate print design following criteria.</li> <li>• I can use images which I have created, scanned and found; altering them where necessary to create art.</li> <li>• I can research the work of an artist and use their work to replicate a style.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why I have used different tools to create art.</li> <li>• I can explain why I have chosen specific techniques to create my art.</li> <li>• I can explain the style of my work and how it has been influenced by a famous artist.</li> <li>• I can over print to create different patterns.</li> <li>• I can use feedback to make amendments and improvement to my art.</li> <li>• I can use a range of e-resources to create art.</li> </ul>

## Key Assessment Criteria: *Being a sports person*

A year 1 sports person	A year 2 sports person	A year 3 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can throw underarm.</li> <li>• I can hit a ball with a bat.</li> <li>• I can move and stop safely.</li> <li>• I can throw and catch with both hands.</li> <li>• I can throw and kick in different ways.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can make my body curled, tense, stretched and relaxed.</li> <li>• I can control my body when travelling and balancing.</li> <li>• I can copy sequences and repeat them.</li> <li>• I can roll, curl, travel and balance in different ways.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can move to music.</li> <li>• I can copy dance moves.</li> <li>• I can perform my own dance moves.</li> <li>• I can make up a short dance.</li> <li>• I can move safely in a space.</li> </ul> <p><u>General</u></p> <ul style="list-style-type: none"> <li>• I can copy actions.</li> <li>• I can repeat actions and skills.</li> <li>• I can move with control and care.</li> <li>• I can use equipment safely.</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can use hitting, kicking and/or rolling in a game.</li> <li>• I can decide the best space to be in during a game.</li> <li>• I can use one tactic in a game.</li> <li>• I can follow rules.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can plan and perform a sequence of movements.</li> <li>• I can improve my sequence based on feedback.</li> <li>• I can think of more than one way to create a sequence which follows some 'rules'.</li> <li>• I can work on my own and with a partner.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can change rhythm, speed, level and direction in my dance.</li> <li>• I can dance with control and coordination.</li> <li>• I can make a sequence by linking sections together.</li> <li>• I can use dance to show a mood or feeling.</li> </ul> <p><u>General</u></p> <ul style="list-style-type: none"> <li>• I can copy and remember actions.</li> <li>• I can talk about what is different from what I did and what someone else did.</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can throw and catch with control.</li> <li>• I am aware of space and use it to support team-mates and to cause problems for the opposition.</li> <li>• I know and use rules fairly.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can adapt sequences to suit different types of apparatus and criteria.</li> <li>• I can explain how strength and suppleness affect performance.</li> <li>• I can compare and contrast gymnastic sequences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can improvise freely and translate ideas from a stimulus into movement.</li> <li>• I can share and create phrases with a partner and small group.</li> <li>• I can repeat, remember and perform phrases.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can run at fast, medium and slow speeds; changing speed and direction.</li> <li>• I can take part in a relay, remembering when to run and what to do.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• I can follow a map in a familiar context.</li> <li>• I can use clues to follow a route.</li> <li>• I can follow a route safely.</li> </ul>

## Key Assessment Criteria: Being a sports person

A year 4 sports person	A year 5 sports person	A year 6 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can catch with one hand.</li> <li>• I can throw and catch accurately.</li> <li>• I can hit a ball accurately with control.</li> <li>• I can keep possession of the ball.</li> <li>• I can vary tactics and adapt skills depending on what is happening in a game.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can work in a controlled way.</li> <li>• I can include change of speed and direction.</li> <li>• I can include a range of shapes.</li> <li>• I can work with a partner to create, repeat and improve a sequence with at least three phases.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can take the lead when working with a partner or group.</li> <li>• I can use dance to communicate an idea.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can run over a long distance.</li> <li>• I can sprint over a short distance.</li> <li>• I can throw in different ways.</li> <li>• I can hit a target.</li> <li>• I can jump in different ways.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• I can follow a map in a (more demanding) familiar context.</li> <li>• I can follow a route within a time limit.</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can gain possession by working a team.</li> <li>• I can pass in different ways.</li> <li>• I can use forehand and backhand with a racket.</li> <li>• I can field.</li> <li>• I can choose a tactic for defending and attacking.</li> <li>• I can use a number of techniques to pass, dribble and shoot.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can make complex extended sequences.</li> <li>• I can combine action, balance and shape.</li> <li>• I can perform consistently to different audiences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can compose my own dances in a creative way.</li> <li>• I can perform to an accompaniment.</li> <li>• My dance shows clarity, fluency, accuracy and consistency.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can be controlled when taking off and landing.</li> <li>• I can throw with accuracy.</li> <li>• I can combine running and jumping.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• I can follow a map in an unknown location.</li> <li>• I can use clues and a compass to navigate a route.</li> <li>• I can change my route to overcome a problem.</li> <li>• I can use new information to change my route.</li> </ul>	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>• I can play to agreed rules.</li> <li>• I can explain rules.</li> <li>• I can umpire.</li> <li>• I can make a team and communicate plan.</li> <li>• I can lead others in a game situation.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can combine my own work with that of others.</li> <li>• I can link sequences to specific timings.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can develop sequences in a specific style.</li> <li>• I can choose my own music and style.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate stamina.</li> </ul> <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> <li>• I can plan a route and a series of clues for someone else.</li> <li>• I can plan with others taking account of safety and danger.</li> </ul>

## Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can create a series of instructions.</li> <li>• I can plan a journey for a programmable toy.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can create digital content.</li> <li>• I can store digital content.</li> <li>• I can retrieve digital content.</li> <li>• I can use a web site.</li> <li>• I can use a camera.</li> <li>• I can record sound and play back.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I can use technology safely.</li> <li>• I can keep personal information private.</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can use a range of instructions (e.g. direction, angles, turns).</li> <li>• I can test and amend a set of instructions.</li> <li>• I can find errors and amend. (debug)</li> <li>• I can write a simple program and test it.</li> <li>• I can predict what the outcome of a simple program will be (logical reasoning).</li> <li>• I understand that algorithms are used on digital devices.</li> <li>• I understand that programs require precise instructions.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can organise digital content.</li> <li>• I can retrieve and manipulate digital content.</li> <li>• I can navigate the web to complete simple searches.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I use technology respectfully.</li> <li>• I know where to go for help if I am concerned.</li> <li>• I know how technology is used in school and outside of school.</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can design a sequence of instructions, including directional instructions.</li> <li>• I can write programs that accomplish specific goals.</li> <li>• I can work with various forms of input.</li> <li>• I can work with various forms of output.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can use a range of software for similar purposes.</li> <li>• I can collect information.</li> <li>• I can design and create content.</li> <li>• I can present information.</li> <li>• I can search for information on the web in different ways.</li> <li>• I can manipulate and improve digital images.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I use technology respectfully and responsibly.</li> <li>• I know different ways I can get help if I am concerned.</li> <li>• I understand what computer networks do and how they provide multiple services.</li> <li>• I can discern where it is best to use technology and where it adds little or no value.</li> </ul>

## Key Assessment Criteria: *Being a computer user*

A year 4 computer user	A year 5 computer user	A year 6 computer user
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can experiment with variables to control models.</li> <li>• I can give an on-screen robot specific instructions that takes them from A to B.</li> <li>• I can make an accurate prediction and explain why I believe something will happen (linked to programming).</li> <li>• I can de-bug a program.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can select and use software to accomplish given goals.</li> <li>• I can collect and present data.</li> <li>• I can produce and upload a pod cast.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I recognise acceptable and unacceptable behaviour using technology.</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can combine sequences of instructions and procedures to turn devices on and off.</li> <li>• I can use technology to control an external device.</li> <li>• I can design algorithms that use repetition &amp; 2-way selection.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can analyse information.</li> <li>• I can evaluate information.</li> <li>• I understand how search results are selected and ranked.</li> <li>• I can edit a film.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I understand that you have to make choices when using technology and that not everything is true and/or safe.</li> </ul>	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> <li>• I can design a solution by breaking a problem up.</li> <li>• I recognise that different solutions can exist for the same problem.</li> <li>• I can use logical reasoning to detect errors in algorithms.</li> <li>• I can use selection in programs.</li> <li>• I can work with variables.</li> <li>• I can explain how an algorithm works.</li> <li>• I can explore 'what if' questions by planning different scenarios for controlled devices.</li> </ul> <p><u>Information technology</u></p> <ul style="list-style-type: none"> <li>• I can select, use and combine software on a range of digital devices.</li> <li>• I can use a range of technology for a specific project.</li> </ul> <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> <li>• I can discuss the risks of online use of technology.</li> <li>• I can identify how to minimise risks.</li> </ul>

## Key Assessment Criteria: *Being a computer user*

### A safe computer user in Y1 and Y2

#### Knowledge and understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

#### Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.



## Key Assessment Criteria: *Being a computer user*

### A safe computer user in Y3 and Y4

#### Knowledge and understanding

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, e.g. cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school.

#### Skills

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.
- I can use different search engines.

## Key Assessment Criteria: *Being a computer user*

### A safe computer user in Y5 and Y6

#### Knowledge and understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

#### Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

## Key Assessment Criteria: *Being an international speaker*

### KS2

- I can listen to others speaking a different language.
- I can join in with songs and rhymes.
- I can answer questions.
- I can ask questions.
- I can give an opinion.
- I can speak in sentences.
- I can speak with accurate pronunciation and intonation.
- I can present ideas.
- I can describe people orally.
- I can describe places orally.
- I can describe things orally.
- I can describe actions orally.
- I can use phrases to create new sentences.
- I can use accurate grammar when I am speaking.
  
- I can read and show that I understand words and phrases.
- I can use a dictionary.
  
- I can write phrases from memory.
- I can use phrases to create new sentences in writing.
- I can describe people in writing.
- I can describe places in writing.
- I can describe things in writing.
- I can describe actions in writing.

## Key Assessment Criteria: *Being an international speaker*

A year 1/2 international speaker	A year 3/4 international speaker	A year 5/6 international speaker
<p><u>Spoken language</u></p> <ul style="list-style-type: none"> <li>• I can join in with songs and rhymes.</li> <li>• I can respond to a simple command.</li> <li>• I can answer with a single word.</li> <li>• I can answer with a short phrase.</li> <li>• I can ask a question.</li> <li>• I can name people.</li> <li>• I can name places.</li> <li>• I can name objects.</li> <li>• I can use set phrases.</li> <li>• I can choose the right word to complete a phrase.</li> <li>• I can choose the right word to complete a short sentence.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• I can read and understand single words.</li> <li>• I can read and understand short phrases.</li> <li>• I can use simple dictionaries to find the meaning of words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• I can write single words correctly.</li> <li>• I can label a picture.</li> <li>• I can copy a simple word or phrase.</li> </ul>	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> <li>• I can name and describe people.</li> <li>• I can name and describe a place.</li> <li>• I can name and describe an object.</li> <li>• I can have a short conversation saying 3-4 things.</li> <li>• I can give a response using a short phrase.</li> <li>• I am starting to speak in sentences.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• I can read and understand a short passage using familiar language.</li> <li>• I can explain the main points in a short passage.</li> <li>• I can read a passage independently.</li> <li>• I can use a bilingual dictionary or glossary to look up new words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• I can write phrases from memory.</li> <li>• I can write 2-3 short sentences on a familiar topic.</li> <li>• I can say what I like/dislike about a familiar topic.</li> </ul>	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> <li>• I can hold a simple conversation with at least 4 exchanges.</li> <li>• I can use my knowledge of grammar to speak correctly.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• I can understand a short story or factual text and note the main points.</li> <li>• I can use the context to work out unfamiliar words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• I can write a paragraph of 4-5 sentences.</li> <li>• I can substitute words and phrases.</li> </ul>