

The Primary Curriculum

DLPT Fenland Hub PDM

Padding

(Basic—lots of support)

Name, describe, follow instruction / method, complete, recall, ask basic questions, use, match, report, label, measure, illustrate, tell,

Snorkelling

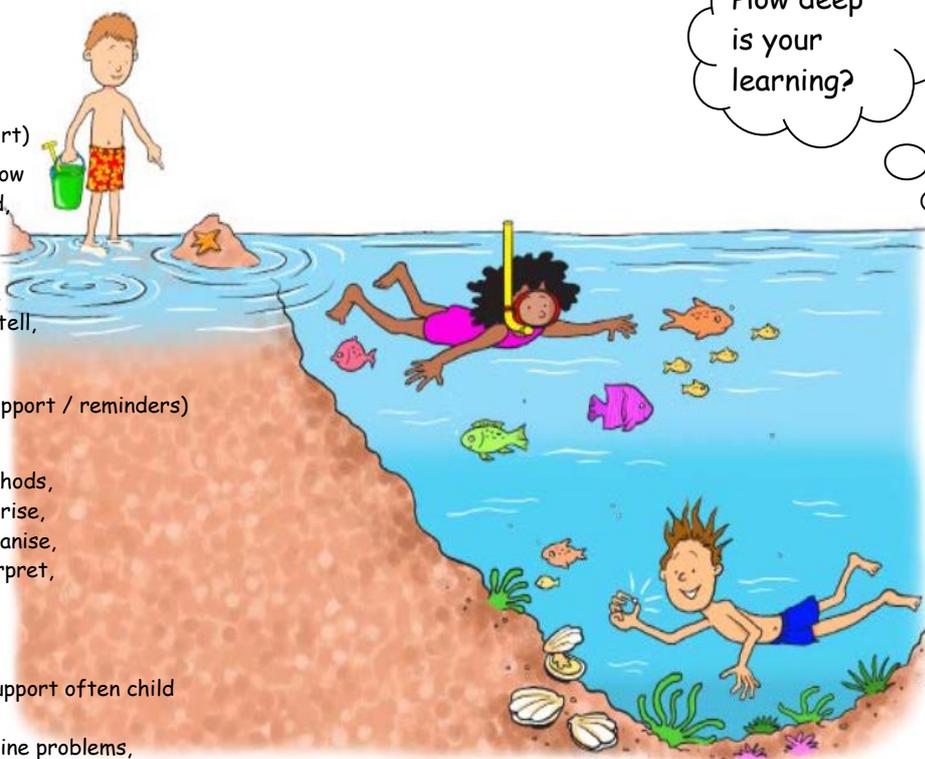
(Advancing—some support / reminders)

Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make

Diving

(Deep—little support often child)

Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, find more than one possible solution, justify decisions





Introduction

This booklet contains an explanation of the kinds of things we will expect children to achieve on their learning journey. These expectations assume that children will make expected amount progress each year. Children who are either more able or experiencing difficulties will of course receive work that has been adapted to meet their needs. The programmes of study or topic chosen will help the children to make sense of their learning. Opportunities will be given to help each child to acquire knowledge and gain skills to advance learning from the starting point. All children will cover the basics, some children will do this with support, others more independently. There will be some children capable of questioning, exploring and experimenting to deepen their learning. British values will be reinforced and explored across the curriculum as the children become increasingly mature, responsible and thoughtful citizens.

Progression in each year.	Basic / beginning, with support	Developing independence and understanding	Secure in skills and understanding <i>Expected Standard</i>	Deep learning, using and calling upon skills independently
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Progress is not linear. Some children will progress in some areas more rapidly than others. Teachers will use their professional judgement in deciding whether the standard has been met. They will moderate their decisions by comparing the work of their children with that produced by children in other schools.

The programmes of work that will be followed by the children are designed to enable them to work at the expected level. The skills that they use will gradually become more demanding and build on the things that have gone before. It is therefore important that we always encourage every child to try their best and work to the best of their ability in each year.

We hope that an increasing number of children will attain greater depth in their learning and that the majority will meet the expected standard. Where this is not possible, support programmes will be put into place to help the child to attain the next steps in order to maximise progress.

Things that parents can do at home to help

- ❖ Encourage your child to read every day, either with you or as they get older, independently.
- ❖ Check for 'homework' and encourage your child to complete any tasks that have been set
- ❖ Play games with your child: dice games, card games, number games, word games, matching games, memory games, darts...
- ❖ Encourage your child to be active: ball games, skipping games etc.
- ❖ Help him / her to tell the time
- ❖ Encourage him / her to organise the things that will be needed
- ❖ Encourage him / her to tidy away one activity before starting another
- ❖ Encourage him / her to ask questions
- ❖ Cook together: weigh, measure, time, share out the products
- ❖ Shop together, make lists, find goods, find totals, work out coins to pay, work out change
- ❖ Find things out together, go to the library, surf the internet
- ❖ Build things together

Parents are encouraged to talk with the child's teacher regularly; it is vital that home and school work together.

Things that we will be doing at school to help

We have planned a curriculum that we hope the children will enjoy and that will enable them to excel. It is extremely complex. The following pages are to act as a guide to help everyone to understand what we expect.

Each term parents receive a newsletter to explain what the children will be studying. The rest of this booklet will begin to help you understand some of the skills that the children will develop, use, practise and improve as they move through the school and develop as learners.



The Foundation Stage

In the foundation stage, the areas of learning form the foundation for all of the subjects taught in the primary school. They have been separated into discreet subjects so that it is clear how each subject develops. The Characteristics of Learning are the most important features in Foundation Stage as they reveal how children are managing their learning.

As an Artist at the end of my Foundation Year...

- ❖ I can hold and use the equipment correctly and can produce a range of marks that describe different patterns and textures
- ❖ I am able to work from direct observation and from my imagination
- ❖ I have worked in different ways on differently sized, differently coloured and differently shaped papers and cards, over different time scales by myself and in a group
- ❖ I can name the colours and equipment I have used
- ❖ I have worked on and into different surfaces
- ❖ I use ICT and have used Art-based programmes

As a Design and Technologist at the end of my Foundation Year...

- ❖ I can use glue and sticky tape to join things together and I know a lot of new words to describe textures, colours and tastes
- ❖ I know the names of different foods and where some of them come from
- ❖ I can use Play Doh and clay to make shapes and put patterns and textures onto the surfaces
- ❖ I have used paint and paper to decorate my models and I have stuck reclaimed objects on to models for decoration and to represent small features
- ❖ I have used things like wool and fabric to make a picture and I can use words to describe the textures on some of the fabrics I have used
- ❖ I have made a card to take home and I have made some models where I had to use my imagination to try and plan what it was going to look like

At the end of my Foundation Year as a confident communicator ...

- ❖ I listen attentively to instructions, stories and during conversations
- ❖ I listen to stories and can respond to what I hear with relevant comments or questions
- ❖ I can listen to other people while I am busy at an activity
- ❖ I can follow instructions with more than one part
- ❖ I can answer "how" and "why" questions
- ❖ I speak clearly and audibly with confidence and control and show awareness of the listener, for example by use of conventions such as greetings, "please" and "thank you"
- ❖ I can use past, present and future tenses when talking about events

As a reader at the end of my Foundation Year...

- ❖ I can read and understand simple sentences
- ❖ I use my phonic knowledge to decode regular words and read them aloud
- ❖ I can read some common irregular words
- ❖ I show I have understood what I have read by talking about books with others

As a writer at the end of my Foundation Year...

- ❖ I use phonic knowledge to write words in ways that match the way I speak
- ❖ I can write some common irregular words
- ❖ I can write sentences which I can read and so can other people
- ❖ Some words in my sentences are spelled correctly and others are phonetically plausible

As a Geographer at the end of my Foundation Year ...

- ❖ I can talk to you about where I live and how that is similar and different to other places I have been
- ❖ I know my way around school
- ❖ I can talk about how places, such as the forest, change throughout the year

As a Historian at the end of my Foundation Year ...

- ❖ I talk about past and present events in my life and the lives of people in my family
- ❖ I can compare objects from the past and present and say how they are the same and different

As an ICT Explorer at the end of my Foundation Year...

- ❖ I know that there is a range of technology at home and in school, and what it is used for
- ❖ I can select and use technology when I need it, for example, taking photos of my work with the iPad

As a Musician at the end of my Foundation Year...

- ❖ I sing songs, make music and dance and can experiment with ways of changing them
- ❖ I can represent my own thoughts and feeling through singing, dancing and playing instruments

In Physical Development at the end of my Foundation Year...

- ❖ I can use scissors to cut
- ❖ I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- ❖ I can run in and out of floor markers without bumping into anyone
- ❖ I know the proper name of games equipment such as quoits, beanbag, hoop, and skittle
- ❖ I can throw a ball into the air, let it bounce and then catch it safely
- ❖ I can roll a ball between two skittles
- ❖ I can pass the ball around my knees and waist without dropping it
- ❖ I know to be careful when moving around the apparatus in gymnastics and to look out for my friends
- ❖ I can roll sideways in a curled shape
- ❖ I stretch my arms in the air when I jump and land with squashy knees
- ❖ I enjoy climbing on the apparatus, especially the ladders
- ❖ I know how to carry the small mats and benches with my friends
- ❖ I can stretch out wide to make a star shape and curl up small into a ball
- ❖ In dance, I can jump, march, hop on both legs, skip and gallop around the room and stop on the command
- ❖ In dance, I can move fast and slow
- ❖ I enjoyed performing dances with my friends
- ❖ In dance, I learnt to make up movements using action rhymes and words
- ❖ I know that it's important for me to exercise and eat healthy food
- ❖ I can talk to you about how to keep safe in different situations such as crossing the road
- ❖ I can use the toilet by myself
- ❖ I can dress and undress by myself including buttons and zips



In Mathematics at the end of my Foundation Year...

- ❖ I count reliably with numbers to 20
- ❖ I can put numbers in order
- ❖ I can say which number is 1 more or 1 less than a given number
- ❖ I am able to use objects to add and subtract two single-digit numbers
- ❖ I can count on and back to find answers
- ❖ I can solve problems, including doubling, halving and sharing
- ❖ I can use everyday language to talk about size, weight, capacity, position, distance, time and money
- ❖ I can compare quantities and objects
- ❖ I recognize, create and describe patterns
- ❖ I like to explore everyday objects and shapes and I can describe them using mathematical language, such as triangle, corners, longer etc

In Religious Education at the end of my Foundation Year...

- ❖ I know that some objects and stories are special to people in my class
- ❖ I can talk about how people in my class celebrate Christmas and birthdays
- ❖ I can sometimes be quiet and still as well as expressing my feelings of happiness and sadness
- ❖ I take notice of and enjoy the world around me - I play with leaves and like looking at beautiful things outside
- ❖ I know that my friends are the same as me in some ways and different in others

At the end of my Foundation Year I am beginning to develop as a Scientist...

I can

- ❖ Talk about what is happening when I explore
- ❖ Tell you at least one thing about an object
- ❖ Tell you how I have seen something change
- ❖ Make suggestions about what to do or change
- ❖ Find out information from a book or ask other children
- ❖ Compare places and objects saying how they are similar and different

I can explore

- ❖ The living things in the school grounds
- ❖ Growing plants
- ❖ Things that are similar and different in living things
- ❖ Using my senses
- ❖ Wet and dry sand
- ❖ Water and ice
- ❖ Mixing paints
- ❖ Dough and plasticine
- ❖ Food and drink
- ❖ Making sounds
- ❖ Toy cars
- ❖ Shadows and light
- ❖ Magnets

In Personal, Social, Health Education at the end of my Foundation Year...

- ❖ I can take turns with my friends
- ❖ I can follow the rules in school
- ❖ I listen to other people's ideas
- ❖ I can talk about how I am feeling and I notice how other people are feeling
- ❖ I know how to make new friends
- ❖ I am willing to try new activities and I can say why I do or don't like something
- ❖ I can speak in a group
- ❖ I share my ideas confidently
- ❖ I can choose the resources I need
- ❖ I will ask for help if I need it
- ❖ I can change my behaviour in different situations, for example, I can listen quietly on the carpet

Year One

As a Year One Artist these are some of the things that I'm likely to be able to do...

- ❖ I can control the tools that I use and I am exploring the marks that can be made
- ❖ My pattern making is becoming more intricate and I am starting to replicate those in the environment
- ❖ I am moving towards being able to predict the colours that I make and can name a wide range
- ❖ I have started to explore the main colour spectrums and am looking at the relationship between colours and feelings
- ❖ My explorations and investigations with media and skills are being kept in my sketchbook
- ❖ I have experienced different modelling techniques and am exploring applied and impressed decoration
- ❖ I am able to print clean images using different techniques; I am likely to have experienced fabric decoration and some simple stitch work
- ❖ I am developing my skills with computer Art programmes, and can operate simple tools and produce developing patterns
- ❖ I am starting to talk about my own work and that of other artists, crafts people and designers, describing what I see and what I feel about their work

As a Year One Design and Technologist...

- ❖ I can make holes in both paper and wood and use tools like a stapler to join paper and card together
- ❖ I can use scissors to cut both straight and curved edges and I can cut and fold fabric to make different textures
- ❖ I can make a collage using different materials and when fraying the edges of fabric I understand how it has been woven
- ❖ I can use a knife to cut up food into smaller pieces and know to use a tool like a grater if I want to make really small pieces
- ❖ I can mix different foods together in a large bowl and stir it round to get it to an even mix
- ❖ I know a lot of new words to describe materials and textures
- ❖ I can make models using boxes brought from home, and I can make cards using skills like weaving paper strips
- ❖ I can use the construction kits to make vehicles and buildings
- ❖ I can use materials like salt dough to make lots of different shapes and when these are baked in the oven I can paint them

After English in Year One...

As a reader:

- ❖ I can match all 40+ graphemes to their phonemes
- ❖ I can blend sounds in unfamiliar words
- ❖ I can divide words into syllables
- ❖ I can read compound words
- ❖ I can read words with contractions and understand that the apostrophe represents the missing letters
- ❖ I can read phonetically decodable words
- ❖ I can read words that end with 's, -ing, -ed, -est
- ❖ I can read words which start with un-
- ❖ I can add -ing, -ed and -er to verbs (where no change is needed to the root word)
- ❖ I can read words of more than one syllable that contain taught GPCs

Comprehension:

- ❖ I can say what I like and do not like about a text
- ❖ I can link what I have heard or read to my own experiences
- ❖ I can retell key stories orally using narrative language
- ❖ I can talk about the main characters within a well-known story
- ❖ I can learn some poems and rhymes by heart
- ❖ I can use what I already know to understand texts
- ❖ I can check that my reading makes sense and go back to correct when it doesn't
- ❖ I can draw inferences from the text and/or the illustrations (beginning to)
- ❖ I can make predictions about the events in the text
- ❖ I can explain what I think a text is about

As a writer:

- ❖ 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 3rd 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
- ❖ I can sit correctly at a table, holding a pencil comfortably 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
- ❖ I can compose a sentence orally before writing it
- ❖ I can sequence sentences in chronological order to recount an 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
- ❖ I can combine words to make a sentence
- ❖ I can join two sentences using 'and'
- ❖ I can sequence sentences to form a narrative
- ❖ 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 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 and 'I'

As a Year One Geographer...

- ❖ I can tell you what our local area is like
- ❖ I can tell you about places that are different to where we live
- ❖ I can tell why some things happen, like the road being busy at home time
- ❖ I can tell you if I like a place or not. I know that places change
- ❖ I can ask questions to further my knowledge

As a Year One Historian...

- ❖ I can put things from the past into the right order
- ❖ I can retell stories about the past
- ❖ I am beginning to understand why people did things and why events happened
- ❖ I am beginning to answer questions about the past from sources of information
- ❖ I can talk about or answer questions on what I have been taught
- ❖ I can use simple historical vocabulary e.g. past, present

As a Year One Musician...

- ❖ I can sing action songs and rhymes from memory and sing simple songs in tune and at the same time as other children
- ❖ I enjoy clapping and marching in time to music and I can respond accurately to high/low, fast/slow and long and short sounds
- ❖ I can hold small percussion instruments correctly and can use them to play accompaniments to class songs
- ❖ I can choose sound effects for a picture or rhyme and I use contrasting sounds to make up a piece of music with a friend
- ❖ I enjoy performing my music and the music other people have made
- ❖ I can recognise and name some of the instruments I hear
- ❖ I can respond through movement to one single sound and to lots of sounds played together
- ❖ I can record music using IT with support

These are the kinds of things I will be able to do after Physical Education in Year One...

- ❖ I can roll, chase and capture the ball at the side or beat the ball to collect it in front of me
- ❖ I can throw the ball into the air, and catch it safely
- ❖ I enjoy playing the game of shadows with my partner and jumping on my partner's shadow
- ❖ I can throw a beanbag towards a target
- ❖ I enjoy running, dodging and chasing games
- ❖ In gymnastics I can roll in a tucked and stretched shape
- ❖ I can travel on different parts of my body
- ❖ I can jump with my feet together and land with squashy knees
- ❖ I can lift and carry mats and benches with my group and I know that we have to wait until the teacher has checked the apparatus before I can go on it
- ❖ I can move along, over, under and around the apparatus without bumping into anyone else
- ❖ I can move in time with the music

As a Year One Computer Scientist...

- ❖ I can recognise and give examples of common uses of IT beyond the classroom in my daily routine
- ❖ I can use technology safely and respectfully, keeping personal information private
- ❖ I can create, save and retrieve with support to present and communicate my learning to others
- ❖ I can create, debug and implement instructions as programs on a range of digital devices
- ❖ I can use a range of programs/apps and simple web searches to locate information to answer simple questions or follow a line of enquiry
- ❖ I understand that I have to give clear and precise instructions for digital devices to follow
- ❖ I can understand that digital devices simulate real situations

As a Year One Mathematician...

- ❖ I can count reliably to 100
- ❖ I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100
- ❖ I can write all numbers in words to 20
- ❖ I can say the number that is one more or one less than a number to 100
- ❖ I can recall all pairs of addition and subtraction number bonds to 20
- ❖ I can add and subtract 1-digit and 2-digit numbers to 20, including zero
- ❖ I know the signs = - =
- ❖ I can solve a missing number problem
- ❖ I can share objects out fairly in a game
- ❖ I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations
- ❖ I can recognise, find and name half as one of two equal parts of an object, shape or quantity
- ❖ I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- ❖ I recognise all coins
- ❖ I recognise and can name the 2D shapes: circle, triangle, square and rectangle
- ❖ I recognise and can name the 3D shapes: cuboid, pyramid, sphere
- ❖ I can name the days of the week and months of the year
- ❖ I can tell the time to o'clock and half past the hour

After Year One in Religious Education...

- ❖ I may be able to tell you about the church near my school, and about what people do there
- ❖ I can talk about what people do to celebrate a special festival
- ❖ I can tell you some stories about a special person like Jesus, and maybe a special person from another religion
- ❖ I try to answer my teacher's questions but I know asking my own questions is important too
- ❖ I can listen carefully to other children and think about how we are the same and how we are different
- ❖ I can look at pictures and artefacts and books, and tell you something about why some of these things are special for the people who use them

After Year One in Personal, Social, Health Education and Citizenship...

- ❖ I can describe who are my special people, and what makes them special to me
- ❖ I can recognise and express lots of feelings, and know some of the things that make me feel that way
- ❖ I understand I need food, exercise and rest to keep me healthy
- ❖ I can show how to care for animals and plants
- ❖ I can name most parts of the body and understand some differences between boys and girls
- ❖ I know that human beings have babies that grow into children and then into adults



Year Two

As a Year Two Artist these are some of the things that I'm likely to be able to do...

- ❖ I can control tools with increasing confidence, I can organise my working area and clear away when I have finished
- ❖ I have experienced a range of drawing media, trying out ways of using them in my sketchbook
- ❖ I can mix and match colours, can predict outcomes, name the colours and make my own black
- ❖ My sketchbook is much more supportive. I am starting to use it to resource and inform the final piece of work
- ❖ I am using and combining modelling and decoration skills and techniques; I have had experience of assemblage and of carving
- ❖ I am aware of the key elements and I am starting to plan ideas within the sketchbook as well as collecting secondary source material
- ❖ I am able to print either pictures or patterns using different networks
- ❖ I am able to overprint colours and have experience of weaving and stitching
- ❖ I am using language appropriate to the skills and techniques
- ❖ I am able to talk about my own work and how it was produced as well as talking about the work of artists, crafts people and designers
- ❖ I review my work; identify changes I might make and how I might develop the work in the future
- ❖ I can express my thoughts and feelings, applying my knowledge and understanding, about my own and others work

As a Year Two Design and Technologist...

- ❖ I can make structures strong and able to take weights
- ❖ I can fold paper in different ways like a concertina pattern and have found out how to strengthen paper
- ❖ I can use adhesives and choose appropriate ones to complete different tasks
- ❖ I can use construction kits to model cars and other things, which will carry loads
- ❖ I can build kits into constructions that are stable and able to withstand loads and stresses
- ❖ I can make models using reclaimed materials and know what to use to stick fabric onto them as well as plastic and foil
- ❖ I can explore ways of joining wood

After English in Year Two...

As a reader:

- ❖ I can apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately
- ❖ I recognise and effortlessly decode alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught
- ❖ I can sound out unfamiliar words accurately without undue hesitation and read with confidence and fluency out loud
- ❖ 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 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
- ❖ I can recognise simple recurring literacy language in stories in poetry

As a writer:

- ❖ I can segment spoken words into phonemes and record these as graphemes
- ❖ I can spell words with alternative spellings
- ❖ 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 distinguish between homophones and near homophones
- ❖ I am beginning to use apostrophes for omission and possession
- ❖ I can form lower-case letters of the correct size
- ❖ 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
- ❖ 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 writing independently, with friends and adults
- ❖ I can proof-read to check for errors in spelling, grammar and punctuation
- ❖ 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
- ❖ I can use sentences with different forms: statement, question, command and exclamation
- ❖ I consistently use the present tense and past tense correctly
- ❖ I can use the progressive forms of verbs in the present and past tense
- ❖ I use capital letters for proper nouns 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

As a Year Two Geographer...

- ❖ I can identify human and physical features
- ❖ I can tell you how other places are different to where we live
- ❖ I can suggest why things in the environment happen, like the pond freezing up in cold weather
- ❖ I can tell you if I like a place or not, and give a reason
- ❖ I know that places change and I can suggest why
- ❖ I have become familiar with maps, atlases and plans - aerial view
- ❖ I can use compass points

As a Year Two Historian...

- ❖ I can sequence events or artefacts on a timeline
- ❖ I am beginning to show factual knowledge
- ❖ I understand some of the main events and the people I have heard about
- ❖ I am beginning to compare differing sources of information on a subject
- ❖ I am beginning to ask and answer questions about the past by using sources of information in different ways
- ❖ I can communicate my understanding of history in a variety of ways

As a Year Two Computer Scientist...

- ❖ I can understand what algorithms are and understand that computers can follow them but not think for themselves like humans
- ❖ I can recognise and give examples of common uses of IT outside the classroom and beyond my daily routine
- ❖ I can create and debug simple programs using principles of logical reasoning and predict the outcome
- ❖ I can create, save and retrieve with a little support to present and communicate my learning to others
- ❖ I can use a range of programs/apps and simple web searches to locate information / manipulate data to answer simple questions or follow a line of enquiry
- ❖ I can solve real and imaginary programs on and off screen
- ❖ I can use technology safely and respectfully, keeping personal information private
- ❖ I am starting to develop strategies for managing concerns about online content and can seek help when needed

As a Year Two Musician...

- ❖ I can sing simple songs in tune and with understanding and clarity of the words
- ❖ I can control the volume and tempo and can blend with the other voices in my class
- ❖ I can clap rhythm patterns accurately and recognise and respond to simple repeated patterns in rhythm (ostinati)
- ❖ I can use some of the patterns to accompany songs on tunes and untuned percussion instruments and I can sing and play with confidence to an invited audience
- ❖ I recognise and respond to changes in pitch, dynamics, tempo, timbre and texture and experiment with these when improvising
- ❖ I can choose suitable instruments/sounds to accompany a picture book/story
- ❖ I also compose question and answer pieces with my partner
- ❖ I listen attentively to the compositions of other people and can recognise beginnings, middles and ends in a variety of music
- ❖ Sometimes I experiment with different sounds on the computer and I print off some of my compositions
- ❖ I enjoy talking about my pieces of music and I try to use the correct language when describing how a piece changes and how I feel about the effects produced
- ❖ I recognise how some sounds are produced e.g. shaken, scraped, struck, blown, vocal and I try to make suitable signs and symbols to record the sounds and rhythms on paper
- ❖ I also express musical ideas by using movement, dance, drama and artwork

These are the kinds of things I will be able to do after Physical Education in Year Two...

- ❖ I can practice skills e.g. send, receive and travel with a ball and use them when playing a game
- ❖ I can work with a partner or with a team and share ideas
- ❖ In gymnastics I can jump in different ways and land safely
- ❖ I can balance in different ways and hold my body very still in starting and finishing positions
- ❖ I can observe, describe and evaluate a partner's sequence
- ❖ I can roll, turn, jump, and travel on hands and feet in different ways
- ❖ I can link movements together in gymnastics and repeat them in the same order
- ❖ I can perform dances using simple movement

As a Year Two Mathematician...

- ❖ I can use concrete objects and pictorial representations
- ❖ I can identify, represent and estimate numbers using different representations
- ❖ 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 and in 10s from any number forward and back
- ❖ 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 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; a 2-digit number and tens and 2 digit numbers. I can also add three 1-digit numbers
- ❖ I can use the inverse operation for subtraction and addition
- ❖ I can use and recall addition and subtraction facts to 20 fluently and derive and use facts up to 100
- ❖ I can solve problems involving addition and subtraction using place value and number facts
- ❖ I understand and can use commutivity in relation to addition, subtraction, multiplication and division
- ❖ I can name and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ and can find fractional values of shares, lengths and numbers
- ❖ I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- ❖ 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; know quarter to and quarter past and be able to draw hands on a clock to show these
- ❖ 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
- ❖ 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

After Year Two in Religious Education...

- ❖ I can talk about some things religious people do at special times. I can tell you about Christians and people from some other religions
- ❖ I can give you some examples of how I know religion is important for some people
- ❖ I can tell you a religious story I have heard
- ❖ I can use some special words to talk about religious activities
- ❖ I can be thoughtful and kind when I ask people about their religion, even if they believe different things from my family and me
- ❖ I can tell you some ways religious people show they care about the world because they believe God created it
- ❖ I can ask questions about difficult things and I know those are the kinds of questions religions try to teach people about

After Year Two in After Personal, Social, Health Education and Citizenship...

- ❖ I can talk about what I am good at, and can set myself simple goals
- ❖ I understand what a friend is, how I can be a friend and that friendship patterns can change
- ❖ I can talk positively about differences and similarities between people
- ❖ I understand what is safe to put into and on to my body, and some of what happens when things enter my body
- ❖ I know about some different ways of helping to prevent illness, and of helping myself to feel better
- ❖ I know and can follow basic rules for keeping safe, on the roads for instance
- ❖ I can show what I would do if I were lost, and when and how to ask for help

As a Year Two Apprentice Scientist...

I can tell you...

- ❖ About what living things do
- ❖ How to sort living things
- ❖ The names of parts of my body
- ❖ Why animals have senses
- ❖ The names of parts of plants
- ❖ The names of some healthy and unhealthy foods
- ❖ How to sort materials
- ❖ Which material to use for a special job
- ❖ About pushes and pulls
- ❖ About how to make things move
- ❖ About things that make light and sound
- ❖ About using electricity safely
- ❖ How to make a bulb and buzzer work
- ❖ About the best light sources for a special job
- ❖ That sounds get fainter as they travel away from the source
- ❖ How I could collect some evidence and why this is important
- ❖ Name some everyday things that science helped to develop

I can investigate and...

- ❖ Ask questions like 'how', 'why', 'what will happen if...'
- ❖ Talk about how to find things out
- ❖ Think about what might happen
- ❖ Use the equipment I am given
- ❖ Make measurements using things like string or parts of my body
- ❖ Make simple observations and comparisons
- ❖ Make a simple table for my results
- ❖ Draw a bar chart with help
- ❖ Put my results in order
- ❖ Suggest how to improve my investigation with help.



Year Three

As a Year Three Artist these are some of the things that I'm likely to be able to do...

- ❖ I can use a sketchbook as an integral part of my planning and resourcing across all the skill areas
- ❖ I have had experience of a range of media and am starting to make informed choices where the opportunities arise
- ❖ I am able to take responsibility for the tools and equipment that I use and can organise my working area. I have worked in different media, in different consistencies, on differently shaped, coloured, sized surfaces over a variety of time scales
- ❖ I am able to predict, with a degree of accuracy, the colours I mix
- ❖ I am experience in arrange of 3D skills and have started to combine and mix media where appropriate
- ❖ I am able to use tools and equipment with a growing confidence
- ❖ I can overlay three colours on a print and produce a repeating network
- ❖ I am able to use language appropriate to each skill area, can discuss and evaluate my own work and that of other artists, craftspeople and designers
- ❖ I can recognise the styles of some artists and am beginning to place them in key movements
- ❖ I have had experience at working in the style of a few artists but have not copied their works
- ❖ I review my work, make changes and can see further developments

As a Year Three Design and Technologist...

- ❖ I can weave simple fabrics and tie knots and loops and make braids
- ❖ I know what happens to mouldable materials when they are left to dry out and are baked by heat
- ❖ I can ensure even thickness of slabs when using mouldable materials
- ❖ I can get a quality result with neat edges when I use a cutter
- ❖ I can make flavoured drinks and sandwiches and I can discuss the flavours of foods using appropriate words
- ❖ I can use a construction kit to make a moving structure and I have looked at lots of examples of technology in the real world
- ❖ I know how to use batteries to make a bulb light up and I know what happens when I turn a light switch on at home

After English in Year Three...

As a reader:

- ❖ 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 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 structures 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' feeling, 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

As a writer:

- ❖ 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
- ❖ I use the diagonal and horizontal strokes that are needed to join letters
- ❖ I understand which letters should be left unjoined
- ❖ 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
- ❖ I can express time, place and cause by using conjunctions, adverbs and prepositions
- ❖ 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
- ❖ I can use inverted commas to punctuate direct speech

As a Year Three Geographer...

- ❖ I can tell you how the places we have learnt about are similar and different
- ❖ I can tell you where geographical features are found and I can suggest some reasons why
- ❖ I can tell you why I like or dislike a place
- ❖ I know we can have a positive and negative effect on the environment
- ❖ I can answer my teacher's questions about the places we have learnt about
- ❖ I can mark things on a plan in the right place when we are doing fieldwork and I can find maps in an atlas

As a Year Three Historian...

- ❖ I am beginning to realise that the past can be divided into periods
- ❖ I am beginning to show factual knowledge and understanding of some of the main events and people covered
- ❖ I am beginning to identify with confidence some of the different ways in which the past is represented
- ❖ I am beginning to ask and answer questions about the past by using sources of information in different ways
- ❖ I am beginning to present information using some specialist terms in ways that show understanding

As a Year Three Computer Scientist...

- ❖ I am becoming independent in my use of ICT
- ❖ I understand how computers can be linked to a local network.
- ❖ I can create programs to accomplish specific goals.
- ❖ I am beginning to make informed choices about the appropriateness of digital content.
- ❖ I can identify, collect and manipulate different types of data.
- ❖ I can use technology safely, respectfully and responsibly
- ❖ I can recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.

As a Year Three Musician...

- ❖ I can sing a variety of songs with control and accuracy in pitch and rhythm
- ❖ I have begun to sing simple rounds in 2 parts and I can blend with the voices of other groups
- ❖ I can play tuned and untuned percussion instruments and can combine pulse and pattern
- ❖ I also use repeated patterns (ostinati) confidently when accompanying songs and recorded music and I try to give helpful suggestions when we are planning a performance to an audience
- ❖ I can recognise and respond to more gradual changes in tempo and dynamics and I try to use more gradual changes in my own music making
- ❖ I enjoy choosing sounds to match action packed pictures and my own artwork and I also create rhythm pieces with my partner
- ❖ We make up short tunes on the computer and enjoy experimenting by changing the sounds, tempo, dynamics and pitch until we find a version we prefer
- ❖ We record and listen to our own pieces, discuss them and try to improve them
- ❖ We listen to the pieces of other composers and we compare and discuss which we like best
- ❖ When listening to music from other cultures and in different styles I can recognise and identify the families of the orchestra and can also name the well-known instruments
- ❖ I try to describe how some combinations of sound make me feel and sometimes use movement or artwork to help
- ❖ I can use symbols to notate long/short and fast/slow.

After Year Three in Religious Education...

- ❖ I can talk and write about some ways people live and worship in all religions covered
- ❖ I can paint or act out or write poems or stories about some of the feelings and ideas we've talked about in RE
- ❖ I can use correct terminology from different religions
- ❖ I know more about religious people in other parts of Britain as well as those near where I live
- ❖ I'm beginning to get the idea of symbols standing for ideas that are difficult to describe in words
- ❖ I'm beginning to see that there are some things religions share - like holy books - and some ways they are different - like what they believe about God

These are the kinds of things I will be able to do in a controlled manner after Physical Education in Year Three...

- ❖ I can send the ball accurately to my partner by throwing, bouncing, rolling, hitting and kicking
- ❖ I know space is important when attacking, for example I need to throw the ball into a space when playing over the net against my partner
- ❖ I can describe how to play the game and how to start the game
- ❖ I can link skills together such as pass, send and move to receive a return pass
- ❖ I can plan, practise and remember a short sequence with a clear starting and finishing position
- ❖ I can perform different actions on the apparatus
- ❖ I can link movements together and remember the order of a short movement phrase
- ❖ I know it is important to warm up for all activities in PE
- ❖ In dance and gymnastics I can travel quickly and slowly in different directions
- ❖ I can dance on my own and with a partner
- ❖ In athletics, I can throw different objects with increasing accuracy
- ❖ I can co-operate with my peers
- ❖ I can suggest improvements to my own and others' techniques

After Mathematics in Year Three...

- ❖ I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
- ❖ I can count from 0 in multiples of 4, 8, 50 and 100
- ❖ I can recognise the value of each digit in a 3-digit number
- ❖ I understand and can count in tenths, and find the fractional value of a given set
- ❖ I can add and subtract fractions with a common denominator
- ❖ I can derive and recall multiplication facts for 3, 4 and 8x tables
- ❖ I can add and subtract mentally combinations of 1-digit and 2-digit numbers
- ❖ I can add and subtract numbers with up to 3 digits using formal written methods
- ❖ I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables
- ❖ I can calculate 2-digit x 1-digit
- ❖ I can solve number problems using one and two step problems
- ❖ I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle
- ❖ I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- ❖ I can tell the time to the nearest minute and use specific vocabulary, including seconds, am and pm
- ❖ I can measure, compare, add and subtract using common metric measures
- ❖ I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables

After Personal, Social, Health Education and Citizenship in Year Three...

- ❖ I recognise what is special about me, and show I can care about myself as well as about others
- ❖ I can express my emotions in different situations, and recognise how I sometimes make other people feel
- ❖ I recognise different types of bullying behaviour and know when and how to tell
- ❖ I take part in developing and changing rules for the class and for the school
- ❖ I show how I care for the environment (for instance the school grounds) and/or for animals
- ❖ I understand about the nutritional content of different foods and the importance of a balanced diet
- ❖ I understand how my body is growing and changing, and the differences between males and females



Year Four

As a Year Four Artist these are some of the things that I'm likely to be able to do...

- ❖ I can create marks and patterns and textures that are not only intricate and use tone, but also represent the world around me
- ❖ I continue to develop my knowledge of what the differing media can do and through this am able to choose when the opportunity arises
- ❖ Over all the skill areas I am becoming more confident, my use of tools and equipment shows this and I have a repertoire of skills that I can use
- ❖ I have started to consider mixing media; experiments are kept in my sketchbook, as is my planning and resourcing work
- ❖ In all skill areas I am able to organise and take responsibility for the things I use
- ❖ I work safely and am aware of any unsafe practice
- ❖ I am able to adapt my work to suit the situation; I have experienced computer art packages and have produced work using them
- ❖ I have an increasing knowledge of the breadth of this curriculum area, and can use appropriate language, and am able to discuss and evaluate aspects of my own work and that of my peers
- ❖ I am developing my knowledge of artists and movements. I am able to recognise an increasing range of artists' styles and see the different art forms in the world around me

As a Year Four Design and Technologist...

- ❖ I can use my knowledge of sources of power to design moving models
- ❖ I can explore both wind and water power to operate cogs, pulleys and gears in the design of machinery
- ❖ I can make paper and card move when designing greetings cards for different festivals
- ❖ I understand how strong paper and card can be if I use reinforcing techniques and I know how its properties can be changed if I treat it in different ways
- ❖ I can cut and score card accurately to make joints and hinges in my designs. I can use rubber bands to propel some movement in my models
- ❖ I can use Corruglute and I found out about the properties of using light when I made a model
- ❖ I can measure time and temperature and I can make burglar alarms, as I know how to break a circuit
- ❖ I can make a papier-mache bowl or plate, as I know how soft mouldable materials can be made into hard structures

After English in Year Four...

As a reader:

- ❖ I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet
- ❖ I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

I can develop positive attitudes to reading and an understanding of what I read by:

- ❖ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ❖ reading books that are structured in different ways and reading for a range of purposes
- ❖ using dictionaries to check the meaning of words that I have read
- ❖ increasing my familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
- ❖ identifying themes and conventions in a wide range of books
- ❖ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ❖ discussing words and phrases that capture the reader's interest and imagination
- ❖ recognising some different forms of poetry

I can understand what I read, in books I can read independently, by:

- ❖ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ❖ asking questions to improve their understanding of a text
- ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ❖ predicting what might happen from details stated and implied
- ❖ identifying main ideas drawn from more than 1 paragraph and summarising these
- ❖ identifying how language, structure and presentations contribute to meaning
- ❖ participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say

As a writer:

- ❖ I can use further prefixes and suffixes and understand how to add them
- ❖ I can spell further homophones
- ❖ I can spell words that are often misspelt
- ❖ I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- ❖ I can use the first 2 or 3 letters of a word to check its spelling in a dictionary
- ❖ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- ❖ I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ❖ I can increase the legibility, consistence and quality of my handwriting

I can plan my writing by:

- ❖ discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- ❖ discussing and recording ideas

I can draft and write by:

- ❖ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ❖ organising paragraphs around a theme
- ❖ in narratives, creating settings, characters and plot
- ❖ in non-narrative material, using simple organisational devices

I can evaluate and edit by:

- ❖ assessing the effectiveness of my own and others' writing and suggesting improvements
- ❖ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ❖ proofreading for spelling and punctuation errors
- ❖ I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation:

- ❖ I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ❖ I can use the present perfect form of verbs in contrast to the past tense
- ❖ I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ❖ I can use conjunctions, adverbs and prepositions to express time and cause

- ❖ I can use fronted adverbials
- ❖ I can learn the grammar for years 3 and 4
- ❖ I can use commas after fronted adverbials
- ❖ I can indicate possession by using the possessive apostrophe with singular and plural nouns
- ❖ I can use and punctuate direct speech
- ❖ I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading

As a Year Four Geographer...

- ❖ I can tell you how places are different to each other and I can suggest some reasons why
- ❖ I can tell you where things are found, like where new houses are being built and I can give you some reasons why
- ❖ I know that we can spoil a place if we are not careful
- ❖ I suggest to my teacher the sorts of questions we could be trying to answer
- ❖ On a map I can identify Europe, the continents, the UK, the equator and the tropics

As a Year Four Historian...

- ❖ I am realising that the past can be divided into periods
- ❖ I am showing factual knowledge and understanding of some of the main events and people covered
- ❖ I can compare past and present
- ❖ I can identify with confidence some of the different ways in which the past is represented and may offer reasons for the differences
- ❖ I can ask and answer questions about the past by using sources of information in different ways
- ❖ I can present information using specialist terms in ways that show understanding e.g. in my extended writing

As a Year Four Computer Scientist...

- ❖ I am an independent user of ICT
- ❖ I understand the role of web browsers when viewing web pages and understand the difference between the Internet and the World Wide Web.
- ❖ I can create and debug programs.
- ❖ I understand the need for efficiency when conducting searches.
- ❖ I can use technology safely, respectfully and responsibly understanding the need to acknowledge others' work
- ❖ I can recognise acceptable / unacceptable behaviour and understand the need for caution when opening emails/attachments/web links.
- ❖ I can identify a range of ways to report concerns about content and contact.

As a Year Four Musician...

- ❖ I can sing unaccompanied songs with confidence and accuracy and can also sing rounds accurately and blend with the voices of others
- ❖ I can sing and play from memory, by ear and from simple notations and enjoy performing music from other countries and times
- ❖ I use the pentatonic scale when accompanying and improvising and I blend well with other sounds
- ❖ I recognise subtle changes in the musical elements, understand how they are achieved and try to achieve similar changes when I am preparing for my own performances
- ❖ I am now able to compose a melody for a short poem and I try to use contrast in the elements to give variety and interest
- ❖ By combining instruments and layering I can create different qualities and textures and I use graphic scores and IT to make visual recording of my own compositions
- ❖ I share ideas with a partner, discuss the sounds we create and hear, and try to use a musical language
- ❖ I enjoy comparing music from different times and styles and am getting quite good at guessing how old the music is
- ❖ I always try to give reasons when commenting on my likes and dislikes in music and I try to use some of the ideas of others in my own music

These are the kinds of things I will be able to do after Physical Education in Year Four...

- ❖ Using my feet only I can collect, dribble and pass the ball to another player
- ❖ I know that to retain possession of the ball space is important and that it is better to pass to a player in a space
- ❖ I enjoy planning my own game and then working out how to win without breaking the rules
- ❖ In gymnastics I am trying to improve the link between my balance and my roll to make it more flowing
- ❖ I can make up a short sequence, which includes moving in different directions and at different levels
- ❖ I feel confident upside down and know it is important that my hands are flat when taking my body weight
- ❖ I can observe my partner and identify stretched arms, legs and pointed toes
- ❖ I can use different gestures to show what my dance is about
- ❖ In dance, I can perform the same movements in time with my partner and the music
- ❖ I enjoy creating and performing my own phrases of movement
- ❖ I work with a partner to estimate how far one can throw different objects and then record our results
- ❖ I can run quickly over short distances and realise the importance of pacing myself when running longer distances
- ❖ I can jump from behind the take off line, setting myself different targets to aim for
- ❖ In outdoor, adventurous activities, I really enjoyed using photographs to find my way around school
- ❖ When working with my friends I know it is important to listen to their ideas and follow instructions carefully

After Mathematics in Year Four...

- ❖ I can count in multiples of 6, 7, 9, 25 and 1,000
- ❖ I can find 1,000 more or less than a given number
- ❖ I can count backwards through 0 to include negative numbers
- ❖ I can recognise the place value of each digit in a four-digit number (1000s, 100s, 10s and 1s)
- ❖ I can order and compare numbers beyond 1,000
- ❖ 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 solve number and practical problems that involve all of the above and with increasingly large positive numbers
- ❖ I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
- ❖ I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ❖ I can estimate and use inverse operations to check answers to a calculation
- ❖ I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- ❖ I can recall multiplication and division facts for multiplication tables up to 12×12
- ❖ I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together 3 numbers
- ❖ I can recognise and use factor pairs and commutativity in mental calculations
- ❖ I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- ❖ I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- ❖ I can recognise and show, using diagrams, families of common equivalent fractions
- ❖ I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10
- ❖ I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- ❖ I can add and subtract fractions with the same denominator
- ❖ I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- ❖ I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- ❖ I can round decimals with 1 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 solve simple measure and money problems involving fractions and decimals to 2 decimal places
- ❖ I can convert between different units of measure
- ❖ I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- ❖ I can find the area of rectilinear shapes by counting squares
- ❖ I can estimate, compare and calculate the different measures, including money in pounds and pence
- ❖ I can read, write and convert time between analogue and digital 12 and 24-hour clocks

- ❖ I can solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
- ❖ I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ❖ I can identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- ❖ 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 describe positions on a 2D grid as coordinates in the first quadrant
- ❖ I can describe movements between positions as translations of a given unit to the left/right and up/down
- ❖ I can plot specified points and draw sides to complete a given polygon
- ❖ 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

After Year Four in Religious Education...

- ❖ I can tell you quite a lot about Christian festivals, people, stories, worship and churches, and some of the reasons behind these
- ❖ I can say something about ways Christians agree and ways they do things differently
- ❖ I have learned about another new religion and linked this with what I knew already
- ❖ I can use ICT in different ways in my RE work
- ❖ I can use things we've talked about in RE, like feelings of hope and inspiration, as a starting point for expressing my own feelings in poems or stories or art or drama or music
- ❖ I can tell you about other people's religious ideas and activities, and sometimes say how they link up with my own ideas

After Personal, Social, Health Education and Citizenship in Year Four...

- ❖ I know what a friend is and does, that friendship patterns change and how to cope with some friendship problems
- ❖ I can describe some of my strengths and weaknesses, and can set myself simple goals
- ❖ I know the safety rules to do with medicines and other substances
- ❖ I can describe a range of ways of helping myself to feel better and to feel good
- ❖ I can cross the road safely
- ❖ I understand when I should keep secrets and promises, and when I should tell somebody about them

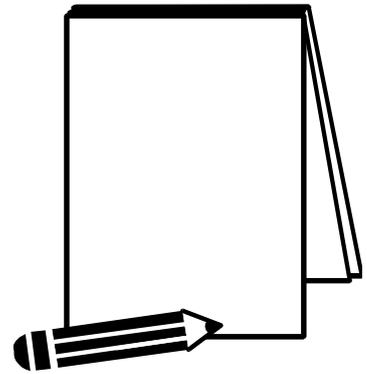
By the end of Year Four I will be on my way to being a scientist...

I can investigate and...

- ❖ Use what I already know to ask sensible questions
- ❖ Suggest what to change and what to keep the same
- ❖ Tell you what I think will happen and sometimes give a reason
- ❖ Use some scientific words
- ❖ Write a plan that tells me what to do
- ❖ Tell you when a test isn't fair
- ❖ Suggest what I need to measure
- ❖ Measure with a ruler, thermometer and scales
- ❖ Draw my own tables and charts
- ❖ Draw a bar chart without help
- ❖ See patterns in my results with maybe a bit of help
- ❖ Tell you why I think I got the results I did
- ❖ Consider how well I carried out the investigation.

I can tell you....

- ❖ About our teeth
- ❖ Some of the bones in the skeleton and how the muscles work
- ❖ What plants need to grow well
- ❖ Why plants and animals are found in particular places
- ❖ How to group plants and animals about food chains
- ❖ Why smoking and drinking are bad for you
- ❖ How to sort rocks and soils
- ❖ The difference between heat and temperature
- ❖ How materials change when they are heated
- ❖ That not everything dissolves
- ❖ How to make circuits with a range of switches
- ❖ About the forces in magnets
- ❖ That forces act in pairs and friction is a slowing down force
- ❖ About primary and secondary light sources
- ❖ How a shadow is made and how it can change
- ❖ That sound is caused by vibrations
- ❖ How to make sounds softer, louder, higher and lower
- ❖ Why scientists need to test ideas
- ❖ That science has been used to develop something I use at home
- ❖ Use my imagination to help understand my science



Year Five

As a Year Five Artist these are some of the things that I'm likely to be able to do...

- ❖ I can process, adapt and change my ideas for end pieces as and when necessary
- ❖ My own style of working is developing and I am using my sketchbook to explore and experiment with media as well as to plan out ideas and gather information
- ❖ I have confidence in what I can do and how to use the equipment and media
- ❖ I can work in a variety of ways, on a variety of surfaces with differing media. I can predict effects and can combine skills as and when necessary
- ❖ In all areas my work shows attention to detail, and care with applying media. This reflects the foundation work from previous years
- ❖ I am able to use an Art vocabulary to talk about what I have done to express ideas, to discuss and evaluate my work, the work of my peers and the work of other artists, crafts people and designers

As a Year Five Design and Technologist...

- ❖ I can understand the properties of food and the changes that happen to food when it is both cooked and frozen
- ❖ I can use this knowledge to select appropriate finishes and processes when handling materials
- ❖ I understand how food and equipment should be stored to ensure safety to others
- ❖
- ❖ I have experimented with how to protect oneself from heat when using the oven and I have worked on batch production of food for a school event
- ❖ I can make very small-scale articles using mouldable materials and control the media
- ❖ I can use the computer to process my research findings and produce results of surveys for my design briefs

After English in Year Five...

As a reader:

- ❖ I can fluently and automatically read (using appropriate intonation, tone and volume) a range of age appropriate texts including modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books
- ❖ I can determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception
- ❖ I can provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs
- ❖ I can discuss my understanding of the meaning of words in context, finding other words which are similar
- ❖ I can discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader
- ❖ I can draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions
- ❖ I can distinguish fact from opinion with some success
- ❖ I can retrieve, record and present information from texts
- ❖ I can summarise main ideas from more than one paragraph, identifying key details which support these
- ❖ I can participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously

As a writer:

Spelling

- ❖ I can correctly spell some of the words from the Year 5/6 spelling appendix
- ❖ I can write from memory, dictated sentences which include words from the ks2 curriculum
- ❖ I can use prefixes and suffixes and understand the guidance for adding them
- ❖ I can correctly spell some words with 'silent' letters for example knight, psalm, solemn
- ❖ I can distinguish between homophones and other words that are often confused
- ❖ I can use a dictionary to check the spelling and meaning of words

Handwriting

- ❖ I can write legibly, fluently and with increasing speed

Composition

- ❖ I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own
- ❖ I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ❖ I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- ❖ I can evaluate and edit my own and others' writing
- ❖ I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Vocabulary, grammar and punctuation

- ❖ I can ensure the consistent and correct use of tense throughout a piece of writing
- ❖ I can proofread for spelling and punctuation errors
- ❖ I can use expanded noun phrases
- ❖ I can use modal verbs or adverbs to indicate degrees of possibility
- ❖ I can use using relative clauses
- ❖ I can use commas to clarify meaning or avoid ambiguity in writing
- ❖ I can use hyphens to avoid ambiguity
- ❖ I can use brackets, dashes or commas to indicate parenthesis
- ❖ I can use a colon to introduce a list

As a Year Five Geographer...

- ❖ I can tell you how places are similar and different and I have some good ideas why
- ❖ I can tell you where things like ports and seaside resorts are found and I can come up with some good reasons why
- ❖ I can tell you why I like a place and I know that other people may have different ideas
- ❖ I know that we can have a good or bad effect on the environment
- ❖ I can tell my teacher some things we could find out
- ❖ I can point out all sorts of things on the globe!

As a Year Five Historian...

- ❖ I can sequence periods studied into chronological order
- ❖ I can demonstrate factual knowledge and understanding of the main events and people covered
- ❖ I can identify different representations of the past and offer some reasons for why they differ
- ❖ I can ask and answer questions about the past by using sources of information in different ways
- ❖ I can present information using specialist terms in ways that show understanding

As a Year Five Musician...

- ❖ I can sing songs from different places and times with confidence and enjoyment
- ❖ I can sing more complex rounds and also use a variety of styles, achieve quality by varying the elements and sing with greater sensitivity
- ❖ I can sing from notations and can control changes in pitch, dynamics and tempo
- ❖ I accompany songs, play on a variety of tuned and untuned instruments and enjoy helping to direct or present a programme for parents/friends
- ❖ I can identify different combinations of sound from different cultures and use some of these ideas in my own compositions
- ❖ I can compose a structured piece with a group and can share opinions and compare the work of other groups. I also compose melodies for topic poems, experiment with chords to accompany them, and then notate my work using chord symbols and/or suitable notations
- ❖ I can listen to a variety of music with concentration
- ❖ I can discuss any changes in mood, understand how the changes have been made and can borrow the ideas for my own work

After Mathematics in Year Five...

- ❖ I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit and solve problems in context
- ❖ I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 and solve problems in context
- ❖ I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 and solve problems in context
- ❖ I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- ❖ I can add and subtract whole numbers with more than 4 digits and solve multi-step problems in context
- ❖ I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- ❖ I can establish whether a number up to 100 is prime and recall prime numbers up to 19
- ❖ I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method and solve problems in context
- ❖ I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- ❖ I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) and solve problems involving these
- ❖ I can compare and order fractions whose denominators are all multiples of the same number
- ❖ I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- ❖ I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed 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 can recognise and 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 to 1 decimal place
- ❖ I can read, write, order and compare numbers with up to 3 decimal places and solve problems involving them
- ❖ I can recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction
- ❖ 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 fractions with a denominator of a multiple of 10 or 25
- ❖ I can 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 centimetres and metres
- ❖ I can solve problems involving converting between units of time
- ❖ I can use all four operations to solve problems involving measure using decimal notation including scaling
- ❖ I can draw given angles, and measure them in degrees ($^{\circ}$)
- ❖ I can identify angles at a point on a straight line, a half turn and a whole turn
- ❖ I can use the properties of rectangles to deduce related facts and find missing lengths and angles
- ❖ 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
- ❖ I can complete, read and interpret information in tables, including timetables

These are the kinds of things I will be able to do after Physical Education in Year Five...

- ❖ I can play small sided invasion games and know many of the rules
- ❖ I enjoy playing an attacking role and I am beginning to understand how to create and use space when moving through the opponent's territory
- ❖ I have planned and performed a warm up activity that involved gradually increasing speed and changing direction
- ❖ In invasion games, I know it is important to cover the space and stay between my opponent and the goal when defending
- ❖ When fielding in striking/fielding games I understand the importance of working together as a team and especially 'backing up' other players
- ❖ In gymnastics, I can create and perform sequences with a partner showing changes of speed, direction and level
- ❖ I can perform a range of gymnastic movements on floor and apparatus showing extension and control
- ❖ I can link movements fluently and enjoy showing copy, match and mirror relationships with my partner
- ❖ I enjoy watching another partner sequence and helping them to improve their design
- ❖ I can learn a short dance motif and then work with a partner to develop and create our own dance
- ❖ I can swim 25 metres
- ❖ I am working hard to improve all my strokes
- ❖ In athletics I have improved my paced running by concentrating on breathing out as I run
- ❖ I can run, jump and land safely
- ❖ I know I can describe the key features of throwing, jumping and running
- ❖ I learned to use a compass and read a map
- ❖ I feel confident using a map and can recognise main features as well as plan a route around the school

After Year Five in Religious Education...

- ❖ I now know quite a lot about Christianity and something about four other religions, and can talk about them using some specialist vocabulary
- ❖ I can make links between the new facts and ideas I've learned about in RE and what I've done lower down the school
- ❖ I can give quite a few examples of how people's beliefs can affect what they do
- ❖ I'm beginning to use CD-ROMs and websites to find out about religions and religious people
- ❖ I can discuss people's religious ideas and activities in a respectful way, even if I disagree with them
- ❖ I can talk with you about religious ideas and can quite often find links with my own ideas

After Personal, Social, Health Education and Citizenship in Year Five...

- ❖ I can talk about a range of emotions, the situations in which others and I feel them and how to cope with them
- ❖ I can recognise stereotyping in the media, and show how I can challenge it
- ❖ I understand about bullying, its effects on people, how to deal with it and how to stop it happening
- ❖ I can identify the range of identities in my school, my community and beyond
- ❖ I understand the value of keeping healthy and some of the choices I can make to help keep myself healthy
- ❖ I understand about puberty, and about changes happening to my body and to my emotions

As a Year Five Computer Scientist...

- ❖ I am a competent user of ICT
- ❖ I can explain how computer networks work
- ❖ I know that the World Wide Web is one of the many services offered by the Internet
- ❖ I can create, deconstruct and refine programs to accomplish goals
- ❖ I am a confident and creative user of technology
- ❖ I can communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed keeping myself safe whilst online
- ❖ I am beginning to think about and use safety and security settings on a range of digital devices.
- ❖ I can recognise a range of potential online risks and can consider ways to keep myself safe whilst online



Year Six

As a Year Six Artist these are some of the things that I'm likely to be able to do...

- ❖ I can use the information collected in my sketchbook to inform my work
- ❖ In each skill area I refer back to explorations and experiments and employ the knowledge where applicable
- ❖ I have a developing style that crosses into each skill area and this is developing as I grow in confidence with the use of media
- ❖ I am able to work two dimensionally or three dimensionally I can work realistically and in an abstract way and am able to solve problems as and when they occur
- ❖ Sometimes I mix media to achieve desired effects
- ❖ I am able to express my feelings, work from observation and imagination, design and make end pieces
- ❖ I am aware of the key elements and the way they are represented in each skill area and use them appropriately
- ❖ I work in different time scales, on differently coloured, sized, shaped surfaces and sometimes I can select my own materials
- ❖ I recognise art forms in the world around me and I am able to discuss them and the way they are produced, using appropriate terminology
- ❖ I can evaluate my own work and that of others; I can compare ideas and methods and am able to express my own opinion
- ❖ I am able to modify and improve my own work to realise my own intentions

As a Year Six Design and Technologist...

- ❖ I can make three-dimensional shapes in textiles and decorate them, design new foods and express my opinions about the tastes and textures of them
- ❖ I understand how to handle and prepare food safely
- ❖ I can use my knowledge of electricity to select appropriate switches and control systems
- ❖ I understand about speed and gears and my work with card and paper constructions is neat and accurate and demonstrates a good quality of finish
- ❖ I can select and use tools with confidence and safety and I can design and plan the sequence of my work
- ❖ I can research design briefs and I can thoroughly think through any implications of my selected designs
- ❖ I can use the appropriate words to describe my work and communicate my ideas to others
- ❖ I enjoy the challenge of working in a group to solve technological problems and I am looking forward to the next brief that we will be set

After English in Year Six...

As a reader:

- ❖ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- ❖ I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia
- ❖ I can attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words
- ❖ I can read fluently, using punctuation to inform meaning
- ❖ 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 books that are structured in different ways
- ❖ I can recognise texts that contain features from more than one text type
- ❖ I can evaluate how effectively texts are structured and presented
- ❖ I can read non-fiction texts to help with my learning
- ❖ I can read accurately and check that I understand
- ❖ I can recommend books to others and give reasons for my recommendation
- ❖ I can identify themes in texts
- ❖ I can identify and discuss the conventions in different text types
- ❖ I can identify the key points in a text
- ❖ I can recite a range of poems by heart, e.g. narrative verse, sonnet
- ❖ I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

As a writer:

- ❖ 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
- ❖ 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
- ❖ I can choose a style of handwriting to use when given a choice
- ❖ I can choose the handwriting that is best suited for a task
- ❖ I can identify the audience and purpose of the writing
- ❖ I can choose the appropriate form and register for the audience and purpose of the writing
- ❖ I can 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 can use a range of sentence starters to create specific effects
- ❖ I can use developed noun phrases to add detail to sentences
- ❖ I can use the passive voice to present information with a different emphasis
- ❖ I can 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
- ❖ I can use the passive voice
- ❖ I can vary sentence structure depending whether formal or informal
- ❖ I can use a variety of organisational and presentational devices correct to the text type
- ❖ I can write in paragraphs which can clearly signal a change in subject, time, place or event
- ❖ 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

As a Year Six Geographer...

- ❖ I can tell you about how places are different and similar and why
- ❖ I know that features like rivers and towns are there for a reason and I know that they are always changing
- ❖ I know that people have different ideas about things like building a new road?
- ❖ I know that some ways of doing things are better for the environment than others
- ❖ I say to my teacher what I think we should find out
- ❖ I always use my maps and plans in my work and I can use six figure grid references

As a Year Six Historian...

- ❖ I can sequence periods studied into wide ranging chronological order
- ❖ I show factual knowledge and understanding of the main events and people covered
- ❖ I can identify different representations of the past and offer some reasons for why they differ
- ❖ I can ask and answer questions about the past using sources of information in different ways
- ❖ I can present information using specialist terms in ways that show understanding

As a Year Six Computer Scientist...

- ❖ I am beginning to understand how data travels across networks in packets and how these can be broken up and reconstructed.
- ❖ I am beginning to understand how search results are ranked.
- ❖ I can deconstruct, improve and create programs.
- ❖ I am a confident, capable and creative user of technology.
- ❖ I am beginning to think about and use safety and security settings on a range of digital devices.
- ❖ I can recognise a range of potential online risks and can consider ways to keep myself safe whilst online
- ❖ I can, when using online resources and search technologies, be increasingly discerning about what information I gather, checking the validity of data and showing due respect to privacy and copyright.

As a Year Six Musician...

- ❖ I can sing with confidence, expression and style
- ❖ I can use the appropriate voice when singing shanties, ballads, lullabies or work songs and can blend my voice with others when singing partner songs and 2-part songs
- ❖ I can sing/play using notation and staff notation if appropriate
- ❖ I can accompany using a variety of instruments and use more complex rhythm patterns and ostinati
- ❖ I try improvising a melody over an electronic accompaniment and listen carefully and try to imitate the effects/techniques produced by well-known composers/ instrumentalists
- ❖ I perform an individual part in a performance to a chosen audience and help plan class performances in different venues, e.g. village hall, church, outdoor, where we sometimes need amplification
- ❖ I structure my own compositions and also work with a group to combine timbre and texture in a group composition
- ❖ We plan, record, refine and rehearse our own pieces
- ❖ We notate some of the piece and test it for accuracy by asking another group to play from the notation
- ❖ We compare each other's work, analyse and evaluate any changes in character/mood and give helpful suggestions using a musical vocabulary

These are the kinds of things I will be able to do after Physical Education in Year Six...

- ❖ In invasion games, I know it is important to switch quickly from attacking to defending when my team loses possession of the ball
- ❖ I know that during exercise my heart beats faster because it needs to circulate oxygen to the working muscles. My breathing rate also increases to take in more oxygen
- ❖ I can stick close to my opponent and move quickly to intercept the ball
- ❖ I can evaluate my own performance within the game situation and suggest ways to improve
- ❖ I can create and perform longer sequences of movement with more control and on more difficult apparatus
- ❖ I enjoyed working in a small group to create a short sequence showing unison and canon
- ❖ I can give other gymnasts advice and information to help improve their composition and performance
- ❖ I can warm myself up for my physical education lessons and I know what exercises to do to prepare different parts of my body
- ❖ I can learn how to create different shapes and movements in dance
- ❖ I can work with others to create and perform a group dance showing different relationships
- ❖ I can perform isolated body actions, which tell the audience what my dance is about
- ❖ I can swim 25 metres on both my front and back
- ❖ I can observe and analyse different strokes and use this information to improve my own performance
- ❖ I can design a team athletics competition based on running, throwing and jumping
- ❖ I found evaluating our teamwork and solutions in outdoor and adventurous activities very helpful because it gave us new ideas and improved our performance
- ❖ I enjoy working with a group on challenging, problem solving tasks; we discuss the problem and allocate roles and responsibilities
- ❖ I can perform safe self-rescue in different water-based situations.

After Mathematics in Year Six...

- ❖ I can multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect
- ❖ I can order a mixed set of numbers with up to three decimal places
- ❖ I can reduce a fraction to its simplest form by cancelling common factors
- ❖ I can use a fraction as an operator to find fractions of numbers or quantities (e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400 centimetres)
- ❖ 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
- ❖ 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
- ❖ 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
- ❖ 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
- ❖ I can recognise, describe and build simple 3D shapes, including their 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 vice 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

After Year Six in Religious Education...

- ❖ I have learned quite a lot about Christianity, and also something about Buddhism, Hinduism, Islam, Judaism and Sikhism
- ❖ I can talk about these religions using religious terminology
- ❖ I can give some examples of how people use symbols to get across deep ideas in religions
- ❖ I can tell you some things most Christians share and some things they do or believe in different ways
- ❖ I know how to find out more about religions by using reference books, ICT, pictures and artefacts, and by asking people
- ❖ I know something about religion in other countries as well as in Britain
- ❖ I can see links between what I am learning in RE and what I learn in other subjects like History and PSHE
- ❖ I can see links between other people's religious ideas and my own experience of life
- ❖ I can think about and discuss some deep and difficult questions, and tell you how some religious people would answer them, and how I would answer them myself

By the end of Year Six I will be a confident scientist...

I can tell you...

- ❖ What all living things do and explain what this means
- ❖ How the heart works as a pump
- ❖ How and why the blood circulates
- ❖ The effects of exercise on the body
- ❖ About where plants make food, what the roots do and how water moves in a plant
- ❖ About harmful and helpful bugs
- ❖ How to change the current in a circuit
- ❖ What the electrical symbols are and draw them in a circuit
- ❖ How light travels to the eye
- ❖ How well sound travels through different objects
- ❖ About mirrors and the difference between reflections and shadows
- ❖ That scientific ideas can be checked by taking measurements
- ❖ How science has been used to develop every day things I use
- ❖ How to use my imagination any my science knowledge to think about why something happens.

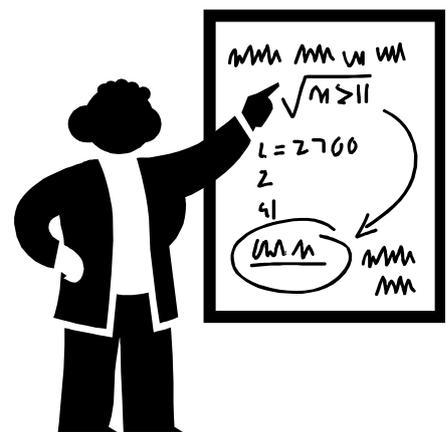
I can investigate and ...

- ❖ Recognise which questions are ones that can be answered by doing an investigation and which can't
- ❖ Use scientific words when I talk about my work
- ❖ Say what I think will happen and why
- ❖ Plan and carry out a fair test by changing one thing at a time and keeping everything else the same and select the equipment I am going to use

- ❖ Decide if I should do a fair test
- ❖ Decide what I will measure and how many measurements I should take
- ❖ Present my results in tables, bar charts, stick graphs or simple line graphs
- ❖ Find patterns or trends in my results
- ❖ Use what I have learnt to explain what has happened
- ❖ Explain why I got the results I did
- ❖ Point out how the investigations could be improved
- ❖ Talk about particular problems I found in the investigation and how I could solve them.

After Personal, Social, Health Education and Citizenship in Year Six...

- ❖ I can demonstrate a variety of friendship skills, for instance how to make new friends
- ❖ I know that I sometimes need to ask for support, whom to ask and how
- ❖ I understand that people have different values and expectations and am able to build co-operative relationships with a range of different people
- ❖ I understand about a range of changes that happen in life, and have developed some strategies for managing change
- ❖ I know about a variety of drugs and substances, their effects on the body and benefits of their medical use
- ❖ I can recognise risk in different situations, and know I need to make judgements about my behaviour
- ❖ I can develop safety codes for different contexts and situations in and out of school
- ❖ I can recognise a range of potential online risks and can consider ways to keep myself safe whilst online



The Next Phase

As the children progress through Year Six, teachers and parents will need to think about Secondary Education. If a child has made the expected progress, then (s)he will be ready to move on and take the next big step. We hope that each child will be confident in their abilities to meet the challenges that will face them. Parents and children will have the opportunity to visit secondary schools in the area. We recommend that parents take up the opportunity to do so, as it often becomes evident where each child will feel most comfortable and continue to make good progress on the next step of their learning journey.

