



# Symphony On-Track

**Summative Teacher  
Assessment  
End of Year Expectations**



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# About 'Symphony On-Track'

Symphony On-Track was written in response to Teacher Workload Reform within Symphony Learning Trust.

In 2013, The Symphony Assessment System was written as a collaborative project by the 14 (Leicestershire) schools in the Symphony Primary Schools Partnership, in response to the government's removal of National Curriculum levels.

The system was then updated a number of times as the government introduced a number of versions of the end of Key Stage 'Teacher Assessment Frameworks'.

In September 2016, a number of the 14 schools formed the Symphony Learning Trust (multi-academy trust).

On 10 March 2018, the Secretary of State for Education gave a speech about the importance of removing unnecessary workload; so Symphony Learning Trust (through the Symphony Teaching School) set about streamlining assessment practices within the schools.

Symphony On-Track has been devised by school leaders and Specialist Leaders of Education to facilitate high quality and accurate summative assessment of primary school pupils' attainment. This is measured against end of year expectations and uses the consistent codes of WTS (Working towards the expected standard), EXS (reached the expected standards) and GDS (working at greater depth – beyond the standard)

End of Year expectations are in more detail for **Reading, Writing and Mathematics**. These descriptors for end of year expected standards can be used as ongoing assessment 'sheets' for individual pupils which can be highlighted and annotated if necessary during the year. Teachers will be assessing the extent to which pupils are **on track to meet the end of year expectations**. This puts the trust in the teacher's professional judgement.

## Summative Vs Formative Assessment

### Summative assessment

The goal of summative assessment is to evaluate pupils learning at the end of a unit of learning (which could be a lesson, a sequence of lessons or the end of a term) by comparing it against some standard or benchmark. The benchmark in Symphony On-Track are the end of year expectations

Information from Symphony On-Track summative assessments should be used formatively to guide teachers' and pupils' efforts and learning activities in subsequently planned lessons.

As the judgements made by teachers against end of year expectations are subjective, The Symphony Learning Trust schools also use termly Standardised tests in Reading and Mathematics to provide reliable information about pupils' attainments at discrete points in time.

## Formative assessment

The goal of formative assessment is to monitor pupils' learning to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. More specifically, formative assessments:

-  help pupils identify their strengths and weaknesses and target areas that need work
-  help teachers to recognise where pupils are struggling and address problems immediately
-  Are closely linked to teachers' marking and feedback to pupils

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking pupils to:

-  draw a mind map in class to represent their understanding of a topic
-  write a brief summary (one or two sentences) identifying the main point of a lesson or sequence of learning

Symphony Assessment System was a linear system which contained descriptors for all terms (Autumn, Spring and Summer) for all year groups (and beyond Year 6). We have converted this system into the **Symphony Learning Framework** which is now used as a planning tool to ensure curriculum coverage.

## **Standardised Tests**

Lots of primary schools are now using standardised tests in each year group to help monitor the progress of pupils. The Symphony On-Track End of Year Expectations should be complimented by the use of **Termly Standardised Tests** to provide reliable information about pupils' attainment which is **free of the subjectivity of teacher assessment**. Please see the Template Assessment Timetable on page 12.

Standardised Tests can be useful for identifying those pupils who seem to have dropped behind their peers, or perhaps aren't progressing through the curriculum as you might expect based on their prior attainment.

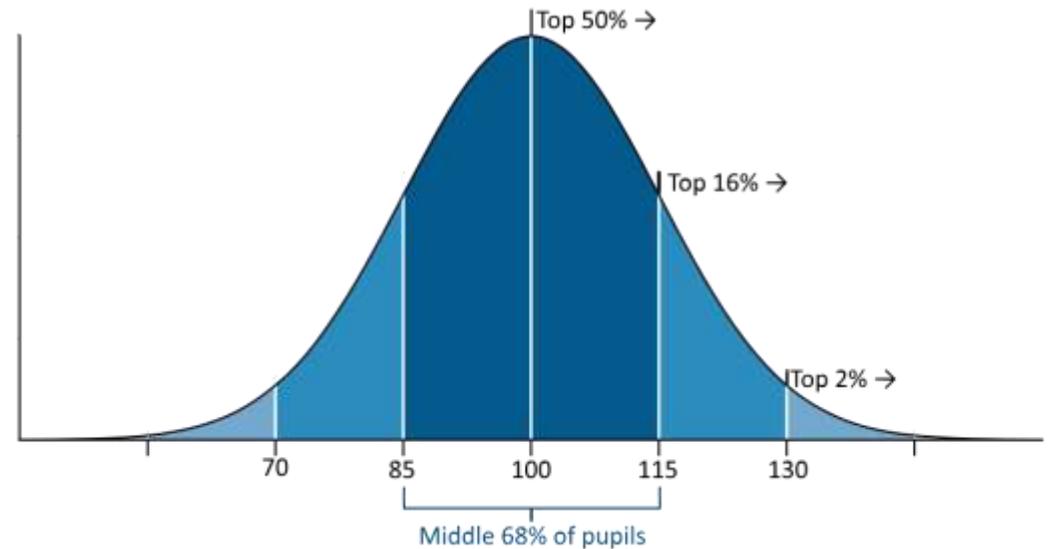
However, the fact that standardised scores from such tests look very much like the scaled scores issued for end of Key Stage assessments can cause confusion. If schools are aiming to predict outcomes at the end of Key Stage 2, it doesn't make sense to treat the two as the same thing.

Tests like Rising Stars' PiRA and PUMA assessments, or the NFER tests, use standardised scores based on a sample of pupils who have taken the test. For a standardised scale, a score of 100 is the average achievement in a cohort. People are usually familiar with this idea from IQ tests. Scores above 100 suggest achievement that is above average, and vice versa. But even this we should take with caution.

Because no test is a perfect measure, it's not wise to treat somebody with a score of 98 as any different from a score of 102; we just can't be that accurate. Most test series will give you an indication of confidence intervals.

That is to say, a range of scores within which you could reasonably expect a pupil to fall. For example, scoring 103 on a test might mean that you could be 95% sure that such a pupil would score between 99 and 107 if you kept testing them. Of course, we don't keep testing them. We use the figures from a single test as an indicator of how they are doing compared to others their age.

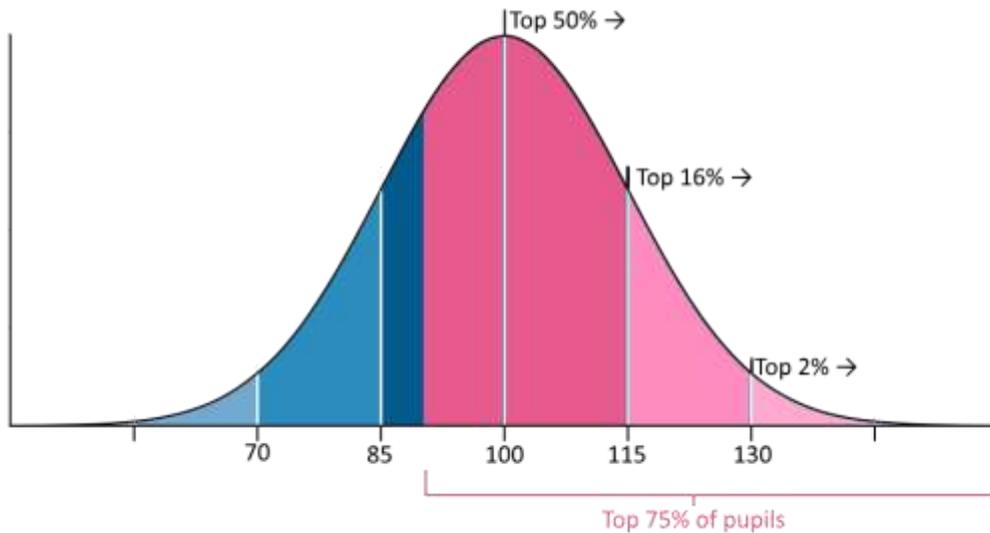
Standardised scores are based on the familiar concept of the bell curve. Half of pupils will score below 100, and half will score above (well, after those who have scored exactly 100). For most school tests, only about one in 6 children will score above 115; similarly, only 1/6 will score below 85.



### **Scaled scores** (used for Statutory End of Key Stage Assessment outcomes)

Scaled scores, while looking very similar to standardised scores, are in fact very different. For scaled scores, the 100 marker has been planned in advance. There is a threshold of attainment which pupils must cross in order to score at least 100. Considerably more than half of pupils are likely to have scored over 100.

In simple terms: it is easier to score 100+ in the national tests than in a standardised test like PIRA or NFER.



If we look at the bell curve for Scaled Scores, around 75% of pupils achieved 100+ in KS2 maths in 2017. If we look at the top  $\frac{3}{4}$  of achievers in a standardised test, then some of those pupils might have scored as little as 90 on the standardised scale. It's not to do with whether the tests are easier or harder; just that the scoring systems are different.

On the bell curve, while only 50% of children can score over 100 on the standardised test, around  $\frac{3}{4}$  can – and do – score over 100 on the statutory tests.

The problem is reversed when it comes to Greater Depth. On a standardised test, you would expect around  $\frac{1}{4}$  of pupils to score 110 or higher. However, for KS2 maths, only 17% of pupils got a scaled score of greater than 110.



### **Making Predictions from Standardised Scores**

Making predictions from one set of information is fraught with potential room for error. If teachers rely on standardised scores for making predictions of later scaled scores, then they may find themselves over-estimating the proportions at greater depth, and potentially under-estimating the proportions achieving the expected

standard. Predictions of end of year outcomes should be made based upon a combination of teacher assessment (using Symphony On-Track) and Standardised Test results.

### **Symphony On-Track**

### **Non Core Subjects**

For the **other National Curriculum subjects (including the non-statutory Religious Education and SMSC)**, Symphony On-Track is less labour intensive. Some schools use the descriptors, some don't. Teachers are encouraged to record the number of pupils in each category (WTS, EXS, GDS) and to pass on this information to subject leaders. As these are 'end of year' expectations, it is assumed that this would be carried out once per year, maybe at the end of the Spring term or beginning of the Summer term to help inform the pupils' end of year reports to parents.

# How to use Symphony On-Track

## **Meeting the Expected Standard (EXS)**

For each year group, there is a one-page summary of end of year expectations in Reading, Writing and Maths. Teachers use the descriptors to measure the extent to which pupils are 'on track' to achieve the end of year expected standard. School leaders will want to collect at least termly data with predictions for each child in each year group. Our research has suggested that it is entirely reasonable to judge a child as **at the expected standard (EXS) as long as they have secured at least 80% of the descriptors**, especially as, for example, children do not need to get every mark in the KS2 SATs papers to be judged as expected; therefore, the same should be true of Teacher Assessments.

## **Working Towards the Standard (WTS)**

If pupils are not securely at the expected the standard by the end of the year, they are **working towards the expected standard (WTS)**. Schools should look to previous year group expected standards and the National Curriculum to plan appropriate learning for these pupils. For children still likely to be WTS in Year 1, teachers can use the **Pre-Year 1** descriptors to help define pupils' achievement. Essentially, if children are hitting Pre-Year 1 expectations but not Year 1 expectations, they would still be defined as WTS at the end of year 1.

**The Symphony Learning Framework** also provides guidance for meeting the needs of pupils working below their own year group expectations.

## **Working at Greater Depth (GDS)**

If pupils are securely at the expected standard (have achieved all of the end of year expectations) and they have secured the majority of the following year group descriptors, they can be defined as working at **Greater Depth (GDS)**. The **Symphony Learning Framework** provides guidance for meeting the needs of pupils working beyond their own year group expectations.

## **Year 2 (until 2023) and Year 6**

At the end of Key Stages, schools use SATs to define pupils' achievement.

The Teacher Assessment Frameworks (DfE) define the expected standard, greater depth and working towards standards for Writing. Symphony On-Track combines the TAFs with its own expectations where there are no TAFs published (e.g Year 6 reading and maths).

The end of year expectations for Reading, Writing and Maths from Year 1 to Year 6 are found on pages 12 to 17. More detailed tracking sheets are available for teachers to record teacher assessments and standardised scores in the **Individual Pupil Assessment Booklet** which follows children throughout their time in a school.

For further information about Symphony On-Track contact Symphony Teaching School at [symphonyteachingschool@newcroft.leics.sch.uk](mailto:symphonyteachingschool@newcroft.leics.sch.uk)

# Template Assessment Timetable

Key Stage One		Year 1				Year 2			
End of Term	Assessment Method	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined
Autumn	Teacher Assessment*	TA	TA	TA	R W M	TA	TA	TA	W
	Test					SS		SS	R M
Spring	Teacher Assessment*	TA	TA	TA	R W M	TA	TA	TA	W
	Test					SS		SS	R M
Summer	Teacher Assessment*	TA	TA	TA	W	TA	TA	TA	W
	Test	SS		SS	R M	SS		SS	R M

Notes	
	<b>Year 1</b> do not sit Standardised Tests until the summer term
	<b>Combined</b> predictions and outcomes are based upon a combination of Teacher Assessment (Symphony On-Track) and Standardised Scores
	<b>Year 6</b> do their final standardised tests in the Autumn Term in order to be able to concentrate upon Mock SATs tests during the year

Key Stage Two		Year 3				Year 4				Year 5				Year 6			
End of Term	Assessment Method	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined
Autumn	Teacher Assessment*	TA	TA	TA	W	TA	TA	TA	W	TA	TA	TA	W	TA	TA	TA	W
	Test	SS		SS	R M	SS		SS	R M	SS		SS	R M	SS		SS	R M
Spring	Teacher Assessment*	TA	TA	TA	W	TA	TA	TA	W	TA	TA	TA	W	TA	TA	TA	R W M
	Test	SS		SS	R M	SS		SS	R M	SS		SS	R M				
Summer	Teacher Assessment*	TA	TA	TA	W	TA	TA	TA	W	TA	TA	TA	W		TA		W
	Test	SS		SS	R M	SS		SS	R M	SS		SS	R M	SATs Tests (Maths and Reading)			R M

\*TA = Teacher Assessment against Symphony On-Track (i.e. a prediction as to whether the child is 'on track' to achieve end of year expectations or has achieved them by the end of the year)

SS = Standardised Score from Standardised Test for Reading and Maths (not to be confused with Scaled Scores)

## PRE-YEAR 1 - For pupils not meeting Year 1 Standards

Reading	Writing	Maths
<p>The Pupil Can</p> <p>Phonics</p> <ul style="list-style-type: none"> <li>Continue a rhyming string</li> <li>Segment the sounds in simple words and blend them together</li> <li>Show which letters represent some of the sounds</li> <li>Hear and say the initial sound in words</li> <li>Begin to decode phase 2 CVC words and simple sentences</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Begin to decode words and simple sentences with phonics phase 2 / 3</li> <li>Hear and say the final sounds in words</li> <li>Hear and say other sounds within words</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall</li> <li>Describe main story settings, events and principal characters</li> <li>Show that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Enjoy an increasing range of books</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>Show that information can be retrieved from books and computers</li> <li>Listen to stories accurately, anticipating key events</li> <li>Listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions</li> <li>Read and understand simple sentences using Phase 3/4 phonemes and tricky words</li> <li>Demonstrate understanding when talking with others about what they have read</li> <li>Answer 'how' and 'why' questions about their experiences and in response to stories and events</li> <li>Read some common irregular words phase 2/3</li> </ul>	<p>The Pupil Can</p> <p>Writing (including use of Phonics)</p> <ul style="list-style-type: none"> <li>Sometimes give meaning to marks they draw, paint and write</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words</li> <li>Write their own name and other things such as labels and captions</li> <li>Sometimes use awareness of finger spaces</li> <li>Attempt to write short sentences in meaningful contexts</li> <li>Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>Write some irregular common words from Phase 2/3 phonics.</li> <li>Say out loud what they are going to write about</li> <li>Write a simple 3-word sentence told by adult e.g. It is red</li> <li>Write simple sentences and phrases which can be read by themselves and others</li> <li>Sometimes use a capital letter for start of a sentence</li> <li>Sometimes use a full stop at the end of a sentence</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>Show a preference for a dominant hand</li> <li>Begin to use anticlockwise movement and retrace vertical lines</li> <li>Begin to form recognisable letters</li> <li>Hold a pencil near point between first two fingers and thumb and use it with good control</li> <li>Use a pencil and holds it effectively to form recognisable letters, some of which are correctly formed</li> </ul>	<p>The Pupil Can</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> <li>Can place 0-20 in order and say which number</li> <li>one more or one less than a given number up to 20</li> <li>Count to and cross 20, forwards and backwards beginning with 0 or 1 from any given number (exceeding)</li> <li>Accurately count 1:1 objects to 10 and beyond</li> <li>Count in 2s and 10s</li> <li>Write numerals to 20 with some reversal.</li> <li>begin to record a number sentence with correct symbols</li> <li>Recognise odd and even numbers</li> </ul> <p>Addition &amp; Subtraction</p> <ul style="list-style-type: none"> <li>Using quantities and objects add and subtract two single-digit numbers and count on or back to find the answer</li> <li>Beginning to have an awareness of the addition and subtraction sign</li> <li>In practical situations, begin to know their addition number facts to 10</li> <li>In practical activities and discussion, use the vocabulary involved in adding and subtracting (add, take away)</li> </ul> <p>Multiplication, Division &amp; Fractions</p> <ul style="list-style-type: none"> <li>In practical situations they solve problems, including doubling, halving and sharing</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>Uses everyday language related to time</li> <li>Orders two or three items by length or height</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>Orders two items by weight or capacity</li> <li>Uses everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems</li> <li>Use the vocabulary related to money e.g. coin, penny, pence, pound, total, cost, change</li> </ul> <p>Properties of Shape</p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes (including cube, cuboid, sphere, cylinder, cone, pyramid) and 'flat' 2D shapes (including circle, triangle, square, oblong, oval) and mathematical terms to describe shapes</li> <li>Selects a particular named shape</li> </ul> <p>Position &amp; Direction</p> <ul style="list-style-type: none"> <li>Uses everyday language to talk about position and distance (near, far, in front, on top, next to, under...)</li> </ul>

- On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year
- Actual Termly **Standardised Scores**

### TERMLY TRACKING



**Year 1 - End of Year Expected Standard** (the child must have secured all EYFS ELGs in related subjects)

Reading	Writing	Maths
<p><i>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first</li> <li>Read common exception words (eg you, could, many or people) securely, easily and automatically</li> <li>read words with suffixes with support to build on the root words that can be read already</li> <li>retell some familiar stories that have been read and discussed with them or that they have acted out</li> <li>listen to stories, poems and non-fiction that cannot yet be read independently;</li> <li>understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and</li> <li>take part in a discussion, considering the opinions of others, with support</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Can answer simple questions/find information in response to a direct, literal question</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>write sentences in order to create short narratives and non-fiction texts</li> <li>use some features of different text types (although these may not be consistent)</li> <li>reread their writing to check that it makes sense and make suggested changes</li> <li>use adjectives to describe.</li> <li>use repetition for description e.g. a lean cat, a mean cat. A green dragon, a fiery dragon</li> <li>use similes using 'as' e.g. as tall as a house, as red as an apple</li> <li>use simple sentence structures e.g. I played in the playground at lunchtime</li> <li>use joining words (conjunctions) 'and', 'but' or 'so' to link ideas and sentences and to form compound sentences e.g. The children played on the swings and slid down the slide.</li> <li>Has an awareness of:                             <ul style="list-style-type: none"> <li>capital letters for names, places, the days of the week and the personal pronoun 'I'</li> <li>finger spaces</li> <li>full stops to end sentences</li> <li>capital letters to start sentences</li> <li>question marks</li> <li>exclamation marks</li> </ul> </li> <li>spell most words containing previously taught phonemes and GPCs accurately</li> <li>Begin to spell most Y1 common exception words and days of the week accurately (from English Appendix 1)</li> <li>use -s and -es to form regular plurals correctly (e.g. dogs, churches) and third person singular marker for verbs e.g. thanks, mixes, goes</li> <li>use the prefix 'un'</li> <li>add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word)</li> <li>Name letters of alphabet in order</li> <li>Write from memory, simple sentences dictated by the teacher e.g. words using GPCs, CEW taught so far</li> <li>write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</li> </ul>	<p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals</li> <li>count in twos, fives and tens from 0 and use this to solve problems</li> <li>given a number, identify one more and one less</li> <li>partition a two-digit number into tens and ones to demonstrate an understanding of place value (they may use structured resources to support them)</li> <li>compare, describe and solve practical problems for:</li> <li>lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]</li> <li>mass or weight [for example, heavy / light, heavier than, lighter than]</li> <li>capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> <li>know the value of different coins</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> <li>add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</li> <li>recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</li> </ul> <p><b>Reasoning (x) and Time</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</li> <li>name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>

**TERMLY TRACKING**  
against...

- On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year
- Actual Termly **Standardised Scores** – see template assessment timetable

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.



## Year 2 - End of Year Expected Standard (the child must achieve all standards from Year 1 and Y2 WTS standards for writing)

Reading	Writing	Maths
<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words*</li> </ul> <p><u>In age-appropriate books</u></p> <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p><u>In a book that they can already read fluently</u></p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul> <p>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell</p>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (at least beginning to join)</li> <li>• use spacing between words that reflects the size of the letters</li> <li>• * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell</li> </ul> <p><u>Symphony On-Track but not on TAFs</u></p> <ul style="list-style-type: none"> <li>• Begin to use Apostrophes for contraction and possession</li> <li>• Show Distinction between homophones/near homophones</li> <li>• Add suffixes</li> <li>• Use commas</li> <li>• Write simple sentences dictated by the teacher including GPCs, CEWs and punctuation taught so far</li> </ul> <p><i>refer also to NC Composition and Appendix 1 (spelling) and 2 (Grammar &amp; Punctuation)</i></p>	<p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>• read scales in divisions of ones, twos, fives and tens</li> <li>• use different coins to make the same amount</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</li> <li>• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> </ul> <p><b>Reasoning (<math>\times</math> and <math>\div</math>) and Time</b></p> <ul style="list-style-type: none"> <li>• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>• read the time on a clock to the nearest 15 minutes</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>• identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry</li> </ul>

### TERMLY TRACKING against...

1. On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year (and meeting Y2 TAF GDS standards for writing)
2. Actual Termly **Standardised Scores** – see template assessment timetable

Secure fit judgements for EXS (at the expected standard) based upon latest DfE moderation guidance

## Year 3 - End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p><i>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</li> <li>• decode most new words outside the spoken vocabulary</li> <li>• read longer words with support and test out different pronunciations</li> <li>• recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>• listen attentively and discuss books and authors that they might not choose themselves</li> <li>• read, reread and rehearse a variety of texts</li> <li>• use contents pages and indexes to locate information</li> <li>• identify the language features of some different text types</li> <li>• begin to predict what will happen and why events and actions have happened using evidence from the text</li> <li>• comment on the author's choice of the words and phrases to create mood and build up tension or paint a picture</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• demonstrate an increasing understanding of purpose and audience</li> <li>• begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)</li> <li>• proof-read their own and others' work to check for errors with increasing accuracy, and make improvements</li> <li>• make deliberate ambitious word choices to add detail</li> <li>• begin to create settings, characters and plot in narratives</li> <li>• begin to organise their writing into paragraphs around a theme</li> <li>• maintain the correct tense (including present perfect tense) throughout a piece of writing</li> <li>• Begin to use a relative clause correctly in a sentence using who, whom, which, whose or that</li> <li>• use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list, apostrophes</li> <li>• begin to use inverted commas in direct speech</li> <li>• begin to use subordinate clauses in sentences e.g. although, until, because, before, whereas, since</li> <li>• begin to use conjunctions (finally, meanwhile, after that, just then, later) adverbs (immediately, eventually, constantly, occasionally) and prepositions (above the clouds, in the distance, over there, somewhere near here, under my bed, down by the ...) to show time, place and cause</li> <li>• use 'a' or 'an' correctly most of the time</li> <li>• begin to show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>• spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial</li> <li>• spell many words with suffixes correctly, e.g. usually, poisonous, adoration</li> <li>• begin to spell homophones correctly, e.g. which and witch</li> <li>• spell some of the Year 3 and 4 statutory spelling words correctly</li> <li>• use a neat, joined handwriting style with increasing accuracy</li> </ul>	<p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100</li> <li>• find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• interpret and present data using bar charts, pictograms and tables</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>○ a three-digit number and ones</li> <li>○ a three-digit number and tens</li> <li>○ a three-digit number and hundreds</li> <li>○ add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> </ul> </li> <li>• measure, compare, add and subtract:                             <ul style="list-style-type: none"> <li>• lengths (m / cm / mm); mass (kg / g)</li> <li>• volume / capacity (l / ml)</li> </ul> </li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Reasoning (x ÷) and Time</b></p> <ul style="list-style-type: none"> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</li> <li>• identify whether angles are greater than or less than a right angle</li> </ul>

### TERMLY TRACKING against...

1. On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year
2. Actual Termly **Standardised Scores** – see template assessment timetable

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.

## Year 4 - End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity</li> <li>• prepare readings with appropriate intonation to show their understanding</li> <li>• summarise and present a familiar story in their own words</li> <li>• read silently and then discuss what they have read</li> <li>• attempt to match what they de-code to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation 'tetchnical' might not sound familiar but 'teknical' should</li> <li>• discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts</li> <li>• recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</li> <li>• use developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</li> <li>• understand, in non-fiction, what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information</li> <li>• locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes</li> <li>• Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</li> <li>• write narratives with a clear beginning, build up, problem, resolution and ending, with a coherent plot</li> <li>• proof read with increasing confidence and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense</li> <li>• create more detailed settings, characters and plot in narratives to engage the reader</li> <li>• consistently organise their writing into paragraphs around a theme</li> <li>• maintain an accurate tense throughout most pieces of writing</li> <li>• use relative e.g. whom, which, who, that, whose and subordinate clauses (sometimes in varied positions) e.g. although, until, because, before, whereas, since</li> <li>• use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'</li> <li>• use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list and in relative clauses, inverted commas, apostrophes</li> <li>• use all the necessary punctuation in direct speech mostly accurately (including in relative clauses)</li> <li>• use apostrophes for singular and plural possession within most pieces of work.</li> <li>• expand noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair</li> <li>• begin to use modal verbs in sentences e.g. could, should, must, would</li> <li>• use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas</li> <li>• spell words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial</li> <li>• spell words with suffixes correctly, e.g. usually, poisonous, adoration</li> <li>• spell homophones correctly, e.g. which and witch</li> <li>• spell the Year 3 and 4 statutory spelling words correctly</li> <li>• consistently use a neat, joined handwriting style</li> </ul>	<p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Order and compare numbers beyond 1000</li> <li>• Round any number to the nearest 10, 100 or 1000</li> <li>• 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</li> <li>• Recognise and show, using diagrams, families of common equivalent fractions</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>• Round decimals with one decimal place to the nearest whole number</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places</li> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>• add and subtract fractions with the same denominator</li> </ul> <p><b>Reasoning (x ÷) and Time</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for multiplication tables up to 12 x 12</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• convert between different units of measure [for example, kilometre to metre, hour to minute]</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• plot specified points and draw sides to complete a given polygon</li> </ul>

### TERMLY TRACKING against...

1. On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year
2. Actual Termly **Standardised Scores** – see template assessment timetable

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.

## Year 5 - End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p><i>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension</li> <li>• recognise themes in what is read, such as loss or heroism; and</li> <li>• compare characters, settings, themes and other aspects of what is read</li> <li>• understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies</li> <li>• understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</li> <li>• In reading non-fiction, knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently</li> <li>• refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views)</li> <li>• skim and scan non-fiction texts at speed for research</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose</li> <li>• describe settings, characters and atmosphere to consciously engage the reader</li> <li>• use dialogue to convey a character and advance the action with increasing confidence</li> <li>• select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details</li> <li>• create paragraphs that are suitably linked.</li> <li>• proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements</li> <li>• use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, full stops, commas in a list, commas to demarcate clauses, colons introduce a list, ellipsis</li> <li>• use brackets, dashes or commas to begin to indicate parenthesis and use commas to clarify meaning or avoid ambiguity (word, phrase or sentence has more than one meaning)</li> <li>• use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly</li> <li>• use a range of clause structures including, relative and subordinate clauses with a full range of conjunctions</li> <li>• select most nouns or pronouns appropriately to aid cohesion and avoid repetition</li> <li>• elaborate sentences using:               <ul style="list-style-type: none"> <li>○ Adverbial phrases; e.g. Beyond the dark gloom of the cave, Zach saw the wizard move</li> <li>○ 'Ed' and 'ing' dropped-in clauses e.g. Poor Tim, exhausted by so much effort, ran back home</li> </ul> </li> <li>• Reshape sentences- lengthening or shortening sentences for meaning</li> <li>• Move sentence chunks (how, when, where) around for different effects e.g. The siren echoed... through the lonely streets... at midnight...</li> <li>• Use stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief</li> <li>• Use empty words e.g. someone, somewhere was out to get him!</li> <li>• use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• spell many complex homophones correctly, e.g. affect/effect, practice/practise</li> <li>• spell many words correctly from the Y5/6 statutory spelling list</li> <li>• write with joined and legible handwriting that is fluent and with increasing speed</li> </ul>	<p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero</li> <li>• round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• compare and order fractions whose denominators are all multiples of the same number</li> <li>• read, write, order and compare numbers with up to three decimal places</li> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number</li> <li>• solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• add and subtract fractions with the same denominator, and denominators that are multiples of the same number</li> </ul> <p><b>Reasoning (x ÷) and Time</b></p> <ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> <li>• complete, read and interpret information in tables (including timetables)</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>• draw given angles, and measure them in degrees (°)</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul>

### TERMLY TRACKING against...

1. On track to achieve **WTS, EXS or GDS** at the end of the year  
To be considered for GDS, children must securely achieve all of the year group expectations and the majority of the following year
2. Actual Termly **Standardised Scores** – see template assessment timetable

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.



## Year 6 - End of Year Expected Standard (child must achieve all standards from the previous years and Y6 WTS standards for writing)

Reading	Writing	Maths
<p>The TAFs do not include English <b>reading</b> because schools will no longer be required to make statutory <b>teacher assessment</b> judgements in these subjects from 2018/19.</p> <p><i>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• read age-appropriate books with confidence and fluency (including whole novels, plays, poetry and non-fiction)</li> <li>• read aloud with intonation that shows understanding making the meaning clear to the audience</li> <li>• work out the meaning of words from the context</li> <li>• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• in non-fiction, retrieve, record and present information to the reader from a range of sources</li> <li>• summarise main ideas, identifying key details and using quotation marks for illustration</li> <li>• evaluate how authors use language including figurative language, considering the impact on the reader</li> <li>• talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs)</li> <li>• make comparisons within and across books</li> <li>• compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and</li> <li>• reflect on feedback regarding the quality of their explanations and contributions to discussions.</li> <li>• understand the majority of terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>• apply the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed<sup>2</sup></li> </ul> <p><u><i>Symphony On-Track but not on TAFs</i></u></p> <ul style="list-style-type: none"> <li>• Use subjunctive forms</li> <li>• Hyphens to avoid ambiguity</li> <li>• Use semi-colons accurately</li> </ul> <p><small>*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.  <sup>2</sup> The national curriculum states that pupils should be taught to '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'.          • refer also to NC Appendix 2 – punctuation and grammar</small></p>	<p>The TAFs do not include <b>Maths</b> because schools will no longer be required to make statutory <b>teacher assessment</b> judgements in these subjects from 2018/19.</p> <p><i>In each area of Maths below, the pupil can:</i></p> <p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• use simple formulae</li> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p><b>Reasoning (+ and -)</b></p> <ul style="list-style-type: none"> <li>• use their knowledge of the order of operations to carry out calculations involving the 4 operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>• calculate and interpret the mean as an average</li> </ul> <p><b>Reasoning (x ÷) and Time</b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> </ul> <p><b>Reasoning (Geometry)</b></p> <ul style="list-style-type: none"> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul>

### 3. On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all of the year group expectations (reading and maths) and meeting Y6 TAF GDS standards for writing

Secure fit judgements for EXS (at the expected standard) as long as they have secured **at least 80%** of the descriptors (Reading & Maths) and based upon latest DfE moderation guidance for writing

## TERMLY TRACKING

### 4. Actual Termly **Standardised Scores** – see template assessment timetable



### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>1</b>		

*Bold indicates end of KS performance descriptors*

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
WTS	<ul style="list-style-type: none"> <li>I can ask simple questions about the world around me</li> <li>I can, with support, observe closely and describe what I see</li> <li>I can, with support, perform simple tests using familiar, everyday equipment</li> <li>I can use sketches to record what happened</li> </ul>	
EXS	<ul style="list-style-type: none"> <li>I can ask simple questions linked to the science work we are doing</li> <li>I can observe closely and describe what I see</li> <li>I can perform simple tests, using familiar, everyday equipment</li> <li>I can gather and record information to help answer questions (including using photographs and drawings)</li> </ul>	
GDS	<ul style="list-style-type: none"> <li>I can start to suggest simple answers to questions based on my own experience</li> <li>I can relate my observations to the wider world</li> <li><b>I can group and classify.</b></li> <li>I can identify the equipment that I need to perform simple tests</li> <li>I can start to suggest my own methods for gathering information to answer a question.</li> <li><b>I can observe simple changes over time and notice patterns</b></li> <li><b>I can use simple and appropriate scientific language and terminology to talk about what has been found out.</b></li> </ul>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Life Processes &amp; Living Things</b>	<b>1</b>		

Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can name some common plants and trees</li> <li>I can identify and label the basic parts of a plant or tree</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can name some common animals including fish, amphibians, reptiles, birds and mammals</li> <li>I can explain the difference between carnivores and herbivores</li> <li>I can describe and label the main external body parts of common animals</li> <li>I can identify, name, draw and label the basic parts of the human body</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>I can describe the season we are in</li> </ul>	
<b>EXS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>I can label the seed, bulb, roots, leaf, stem, petal, flower, branch, trunk and fruit on pictures of plants or trees</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>I can describe and compare the structure of a variety of common animals</li> <li>I can identify, name, draw and label finer body parts, e.g. wrist, chin, ankle, waist, shoulder, hips, etc. and say which part is associated with each sense</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>I can observe changes across the four seasons and describe weather associated with the seasons and how day length varies</li> </ul>	
<b>GDS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can describe the characteristics of common plants and trees</li> <li>I can start to explain the basic function of the roots, stem and flowers in common plants</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can group common animals including fish, amphibians, reptiles, birds and mammals according to their characteristics</li> <li>I can explain, in simple terms, the function and importance of the main external body parts of common animals</li> <li>I can identify, name and label some of the major bones, e.g. the skull, rib cage, spine, etc.</li> </ul> <p><b>Seasonal change:</b></p> <ul style="list-style-type: none"> <li>I know that there are four seasons and can name them (linked to 1S maths)</li> </ul>	

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Materials and their Properties</b>	<b>1</b>		

**Bold indicates** end of KS performance descriptors

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Key Learning Objectives		Teacher to write pupils' initials
WTS	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can find objects made from a given material</li> <li>I can name some everyday materials</li> <li>I can describe the appearance and texture of some everyday materials</li> <li>I can compare and group together a variety of everyday materials on the basis of their appearance and texture</li> </ul>	
EXS	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made</li> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>I can describe the simple physical properties of a variety of everyday materials</li> <li>I can compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	
GDS	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can explain the difference between naturally occurring man-made materials</li> <li>I can identify and name a selection of common metals and plastics</li> <li>I can link the simple physical properties of a variety of everyday materials to their uses</li> <li>I can compare and group together a variety of everyday materials according to criteria that I have devised myself</li> </ul>	

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Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>2</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
WTS	<ul style="list-style-type: none"> <li>I can ask simple questions and suggest a possible way to answer them</li> <li>I can observe carefully and make direct comparisons</li> <li>I can identify what I need to measure in a test</li> <li>I can identify similarities and differences</li> <li>I can, with support, link direct observations to answer questions</li> <li>I can use tables accurately to record my findings</li> </ul>	
EXS	<ul style="list-style-type: none"> <li>I can ask simple questions <b>about what I notice</b> and recognise that they can be answered in different ways</li> <li>I can observe <b>phenomena in the natural and humanly-constructed world around them.</b></li> <li>I can use given measuring equipment</li> <li><b>I can perform simple comparative tests</b> without support</li> <li><b>I can group and classify</b></li> <li><b>I can observe changes over time and notice patterns</b></li> <li>I can use my observations and ideas to suggest answers to questions</li> <li>I can gather and record accurate data to help in answering questions (incl. numerical data, where appropriate)</li> <li>I can communicate ideas in a variety of ways</li> <li><b>I can find things out using secondary sources of information</b></li> <li><b>I can use simple and appropriate scientific language and terminology to talk about what has been found out.</b></li> <li><b>I can recall and use appropriate terminology when working scientifically ( at least: method, observe, pattern, results, measure, compare, record, group, equipment, fair) as well as the scientific language and terminology found in the different areas of science.</b></li> <li><b>I can read and spell scientific vocabulary at a level consistent with their word reading and spelling knowledge at Key Stage 1</b></li> </ul>	
GDS	<ul style="list-style-type: none"> <li>I can consider the most suitable/ practical approach when answering simple questions</li> <li>I can select appropriate equipment to take careful measurements</li> <li>I can recognise when a test is unfair</li> <li>I can classify and recognise patterns</li> <li>I can draw simple conclusions which are supported by my findings</li> <li>I can record accurate data in a variety of ways (incl. numerical data, where appropriate)</li> </ul>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Life Processes &amp; Living Things</b>	<b>2</b>		

**Bold indicates** end of KS performance descriptors

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I know that all plants start life as a seed/bulb</li> <li>I can recognise some of the conditions required for plants to grow and stay healthy</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can match common animals to their young; i.e. puppy → dog</li> <li>I can describe the basic needs of humans for survival (water, food, warmth, shelter)</li> <li>I know that lack of exercise and overeating fatty and sugary foods can result in weight gain and poor health</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can sort items according to whether they are living, dead or have never been alive</li> <li>I can match common animals to their habitats; i.e. penguin → polar region</li> <li>I can identify and name common plants and animals found in the local environment</li> <li>I can identify how plants obtain their food from plants and other animals</li> </ul>	<b>WTS</b>
<b>EXS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can observe and describe how seeds and bulbs grow into mature plants</li> <li>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can notice that animals, including humans, have offspring which grow into adults</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<b>EXS</b>
<b>GDS</b>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can recall the main stages in the life cycle of common plants</li> <li>I can make and test predictions about how plant health and growth will be affected by changes to their water, light and temperature</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can recall the main stages in the life cycle of animals, including some more complex cases; i.e. frogs, butterflies, chickens, etc.</li> <li>I can describe additional needs of humans and animals to enhance their life (comfort, company, stimulation)</li> <li>I can describe both the immediate and long term effects of exercise, including breathing, heart rate and muscle development</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can make accurate generalisations about groups of animals/objects</li> <li>I understand how current changes to the environment (natural and man-made) are impacting upon animal and plant populations</li> <li>I can explain simple ways in which animals are suited to their habitat</li> <li>I can start to construct simple food chains</li> </ul>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Materials and their Properties</b>	<b>2</b>		

**Bold indicates** end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can suggest at least one accurate reason why a particular material has been used to make a common object</li> <li>I can distinguish between objects whose shape can be easily changed and those whose shape is more permanent</li> </ul>	
<b>EXS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (using scientific vocabulary i.e. transparent, opaque, durable, rigid, permeable, etc.)</li> <li>I can observe, identify and classify the uses of different materials and record my observations</li> <li>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	
<b>GDS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can devise and carry out my own tests to assess the suitability of materials for a given purpose</li> <li>I can explain, in basic terms, how heating and cooling can be use to change some objects / materials</li> </ul>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>3</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<ul style="list-style-type: none"> <li>I can ask relevant scientific questions</li> <li>I can, with guidance, set up simple practical comparative tests</li> <li>I can take careful measurements, including length, weight and volume</li> <li>I can gather, record and present data in a variety of ways to help answer questions</li> <li>I can record findings using drawings, labelled diagrams, keys, bar charts and tables</li> <li>I can use results to draw simple conclusions and make general statements</li> <li>I can use real world examples to answer questions or to support my findings</li> </ul>	
<b>EXS</b>	<ul style="list-style-type: none"> <li>I can ask relevant scientific questions and suggest a scientific way of answering them</li> <li>I can, with guidance, set up simple practical enquiries, comparative and fair tests</li> <li>I can make careful observations and take accurate measurements using standard units</li> <li>I can gather, record, classify and present data in a variety of ways to help answer questions</li> <li>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>I can use results to draw simple conclusions and make predictions for new values</li> <li>I can use straightforward scientific evidence to answer questions or to support my findings</li> </ul>	
<b>GDS</b>	<ul style="list-style-type: none"> <li>I can distinguish between scientific and non-scientific questions</li> <li>I am starting to identify and explain some of the possible variables when setting up practical enquiries</li> <li>I understand that results are not always reliable</li> <li>I can comment upon how effectively findings are presented</li> <li>I am starting to share my findings with others using scientific language</li> <li>I can use results to draw simple conclusions, make predictions for new values and start to raise new questions</li> <li>I am starting to understand the importance of scientific evidence in developing and refuting ideas</li> <li>I can use different sources of scientific evidence to answer questions or to support my findings</li> </ul>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Life Processes and Living Things</b>	<b>3</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can explain the importance of the main food groups, incl. carbohydrates, fruit and vegetables, proteins, dairy, sugars and fats</li> <li>I understand that humans and other animals have skeletons for support, and can describe common joints (hinge, ball and socket)</li> </ul> <p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>I can group together different kinds of rocks on the basis of their appearance</li> <li>I know that fossils are evidence of plants and creatures that lived a long time ago</li> <li>I know that plants and animals become part of the soil when they decompose</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can explain the function of roots and flowers in common flowering plants</li> <li>I am starting to understand that plants need more than just water, light and a suitable temperature to grow and stay healthy</li> <li>I know that water is taken up from the soil by plant roots</li> <li>I can identify and label some of the main parts of a flower (e.g. stigma, style, ovary, anther, filament or sepal)</li> </ul>
<b>EXS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>I can describe, in simple terms, how fossils are formed when things that have lived are trapped within a rock</li> <li>I can recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe the functions of different parts of flowering plants, incl. roots, stem/trunk, leaves and flowers</li> <li>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>I can investigate the way in which water is transported within plants</li> <li>I can explore the part that flowers play in the life cycle of plants, including pollination, seed formation and seed dispersal</li> </ul>
<b>GDS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can identify food sources for a variety of different animals, understanding that they do not need the same balance as humans</li> <li>I can describe how some animals have exoskeletons or shells for support and protection</li> </ul> <p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>I can discuss the different type of living things whose fossils are found in rocks</li> <li>I can explore different types of soils</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>I can identify, describe and explain the functions of different parts of flowering plants, incl. roots, stem/trunk, leaves and flowers</li> <li>I can explore the role of specific parts of the plant e.g. the roots and stem in nutrition and support</li> <li>I can compare the way in which different flowers play a part in the life cycle of a plant</li> </ul>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Physical Processes</b>	<b>3</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Forces &amp; magnets:</b></p> <ul style="list-style-type: none"> <li>I can use simple observations about how things move on different surfaces</li> <li>I know that magnets can use an invisible force to attract certain objects</li> <li>I can carry out investigations and sort materials according to whether they are magnetic or not</li> <li>I know that magnets have two poles</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I know that we need light in order to see things</li> <li>I can use a reflective surface like a mirror to 'bounce' light onto another surface</li> <li>I know that I must not stare directly at the sun as it can damage my eyes</li> <li>I can experiment with light sources to create shadows on flat surfaces</li> </ul>	
<b>EXS</b>	<p><b>Forces &amp; magnets:</b></p> <ul style="list-style-type: none"> <li>I can compare how things move on different surfaces</li> <li>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>I can observe how magnets attract or repel each other and attract some materials and not others</li> <li>I can compare and group materials on the basis of whether they are magnetic, and identify some magnetic materials</li> <li>I can describe magnets as having two poles</li> <li>I can predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I can recognise that we need light in order to see things and that dark is the absence of light</li> <li>I can notice that light is reflected from surfaces</li> <li>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>I can find patterns in the way that the size of shadows change</li> </ul>	
<b>GDS</b>	<p><b>Forces &amp; magnets:</b></p> <ul style="list-style-type: none"> <li>I can explain how different surfaces cause friction and affect the movement of objects along them</li> <li>I can accurately describe magnetic forces, using the vocabulary of attraction and repulsion</li> <li>I can make accurate predictions and general statements about which materials are magnetic</li> <li>I can start to explain magnetic fields around the poles of a magnet</li> <li>I can explore the behaviour and everyday use of different magnets e.g. bar, ring, button, horseshoe</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I can explain why we need light to see things</li> <li>I can sort materials and objects according to whether they reflect or absorb light</li> <li>I can predict the shape and direction of shadows by considering the relative positions of light sources and objects</li> <li>I understand and can predict how the size of shadows may change according to the relative positions of light sources and objects</li> </ul>	

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<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>4</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<ul style="list-style-type: none"> <li>I can ask relevant questions and use a given method of scientific enquiries to answer them</li> <li>I am starting to identify the most important variables when setting up practical enquiries</li> <li>I can make systematic observations and take accurate measurements using simple equipment</li> <li>I can record and report on findings, including oral and written explanations</li> <li>I am starting to use results to draw simple conclusions</li> <li>I can use results to raise questions</li> <li>I can link my enquiries to simple scientific ideas and processes</li> </ul>	
<b>EXS</b>	<ul style="list-style-type: none"> <li>I can ask relevant questions and use different types of scientific enquiries to answer them</li> <li>I can set up simple practical enquiries, comparative and fair tests independently</li> <li>I can make systematic and careful observations and take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers</li> <li>I can record and report on findings, including oral and written explanations, displays or presentations of results and conclusions</li> <li>I can use results to suggest improvements to enquiries and to raise questions</li> <li>I can identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	
<b>GDS</b>	<ul style="list-style-type: none"> <li>I can start to use other sources of information to support the findings from my practical enquiries</li> <li>I am starting to control variables when setting up practical enquiries</li> <li>I can recognise when observations or measurements may be erroneous</li> <li>I can use ICT to help me record and report on findings</li> <li>I am starting to use questions resulting from my findings as a starting point for further enquiries</li> <li>I can identify differences, similarities or changes and explain how they are linked to simple scientific ideas and processes</li> </ul>	

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<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Life Processes and Living Things</b>	<b>4</b>		

*Bold indicates end of KS performance descriptors*

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>I can name some of the basic parts of the digestive system in humans</li> <li>I can name the different types of teeth in humans</li> <li>I can construct simple food chains</li> </ul> <p><b>Living things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities between living things</li> <li>I can use classification keys to identify and name a variety of living things</li> <li>I can recognise that humans sometimes pose a danger to living things (e.g. hunting, deforestation, etc.)</li> </ul>	
<b>EXS</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>I can identify the different types of teeth in humans and their simple functions</li> <li>I can construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Living things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>I can recognise that living things can be grouped in a variety of ways</li> <li>I can explore and use classification keys to group, identify and name living things in the local and wider environment</li> <li>I can recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	
<b>GDS</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>I can describe the process of digestion in humans, in the correct sequence</li> <li>I can identify the different types of teeth and their simple functions in humans and other animals</li> <li>I can predict what will happen when an element within a food chain increases/decreases</li> </ul> <p><b>Living things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>I can group living things in more sophisticated ways (not relying simply on appearance)</li> <li>I can suggest and use my own classification keys to identify a variety of living things</li> <li>I can suggest ways in which environments and living things can be protected</li> </ul>	

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Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Physical Processes</b>	<b>4</b>		

*Bold indicates end of KS performance descriptors*

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>I can observe that some materials change state when they are heated or cooled</li> <li>I can describe everyday examples of evaporation and condensation (e.g. puddles drying up and condensation on a bathroom mirror)</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>I can identify the source of different sounds</li> <li>I can describe sounds in terms of their pitch and/or volume</li> <li>I can talk about my own experiences of hearing sounds (but cannot yet make generalisations)</li> </ul>	<b>WTS</b>
<b>EXS</b>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>I can compare and group materials together, according to whether they are solids, liquids or gases</li> <li>I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>I can describe the state of matter of materials e.g. solids hold their shape, liquid form a pool, gasses escape from an unsealed container</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>I can identify how sounds are made, associating some of them with something vibrating</li> <li>I can recognise that vibrations from sounds travel through a medium to the ear</li> <li>I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>I can recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<b>EXS</b>
<b>GDS</b>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>I can describe changes in state (i.e. changing from liquid to a gas) in terms of the behaviour of the particles</li> <li>I can confidently describe the water cycle, and predict rates of evaporation</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>I can describe how sounds are received and processed by the ear (using the vocabulary of sound waves)</li> <li>I can accurately predict how to alter the pitch and volume of a sound</li> <li>I can accurately suggest how to minimise sounds and 'soundproof' spaces by using absorbent materials</li> <li>I can find out how the pitch and volume can be changed in a variety of ways.</li> </ul>	<b>GDS</b>

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Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>5</b>		

*Bold indicates end of KS performance descriptors*

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
WTS	<ul style="list-style-type: none"> <li>I can, with guidance, plan different types of enquiries to answer questions, including recognising and controlling variables</li> <li>I understand that taking repeated measurements improves the reliability of results</li> <li>I can, with guidance, record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>I can use test results to decide when it is appropriate to do further testing</li> <li>I can report and present findings, including conclusions and causal relationships in oral and written forms</li> </ul>	
EXS	<ul style="list-style-type: none"> <li><b>I can ask my own questions about scientific phenomenon and select and plan the most appropriate ways to answer scientific questions using different types of scientific enquiring, including:</b> <ul style="list-style-type: none"> <li><b>Grouping and classifying things</b></li> <li><b>Carrying out comparative fair tests</b></li> <li><b>Finding things out using a wide range of secondary sources of information</b></li> </ul> </li> <li>I can work as part of a team to plan enquiries to answer questions, including recognising and controlling variables</li> <li><b>I can take measurements, choosing from a range of equipment, with precision, taking repeat readings when appropriate</b></li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li><b>I am able to explore and talk about my own and other people's ideas</b></li> <li>I can use test results to make predictions to set up further comparative and fair tests</li> <li>I can report and present findings, including conclusions, causal relationships and degree of trust, in oral and written forms</li> <li><b>I can recall and use appropriate terminology when working scientifically (including: accurate, conclusion, evidence, fair test, prediction, reliable, supports (evidence), variable, unit) as well as the scientific language and terminology found in the different areas of science.</b></li> </ul>	
GDS	<ul style="list-style-type: none"> <li>I can work independently to plan enquiries to answer questions, including recognising and controlling variables</li> <li>I can make sets of observations or measurements following given ranges and intervals</li> <li>I can, with guidance, record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>I can amend my original conclusions in light of subsequent testing</li> <li>I can use causal relationships to generate hypotheses</li> </ul>	

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Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
Science – Life Processes and Living Things	5		

**Bold indicates** end of KS performance descriptors

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Key Learning Objectives		Teacher to write pupils' initials
WTS	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe key physical changes that occur during the life of humans</li> <li>I can order the changes that happen in the lifetime of a human</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can describe the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>I can describe the life process of reproduction in animals</li> </ul>	
EXS	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age</li> <li>I can produce a timeline that highlights the growth and development in humans</li> <li>I can explain the changes experienced in puberty</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>I can describe the life process of reproduction in some plants and animals</li> <li>I can study and raise questions about my local environment</li> <li>I can observe life cycle changes in a variety of things e.g. plants in the garden</li> </ul>	
GDS	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I understand that humans start to deteriorate as they reach old age, describing partial loss of vision, hearing, strength, etc.</li> <li>I can understand more specific changes, for example, to the brain, eyes and joints; arthritis, dementia etc.</li> <li>I can compare the gestation period of different animals</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>I can describe the differences in life cycles of mammals, amphibians, insects and birds; giving multiple examples of each</li> <li>I can describe the process of reproduction in plants and animals, and understand that the period of germination/ gestation varies a great deal between species</li> <li>I know about the work of naturalists and animal behaviourists e.g. David Attenborough and Jane Goodall</li> <li>I can describe different type of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals</li> </ul>	

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Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Materials and their Properties</b>	<b>5</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can compare and group materials on the basis of properties, including hardness, transparency and response to magnets</li> <li>I know that some materials will dissolve to form a solution</li> <li>I can use sieving or filtering to separate solids and liquids</li> <li>I can give reasons for the particular uses of everyday materials</li> <li>I can give examples of some changes of state that are reversible, e.g. freezing and melting water, as well as using particle knowledge to explain the process.</li> <li>I can explain that some changes result in the formation of new materials</li> </ul>	
<b>EXS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>I know that some materials will dissolve to form a solution, and describe how to recover a substance from a solution</li> <li>I can use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes and I can depict these with particle representations.</li> <li>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	
<b>GDS</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>I can compare and group materials, explaining the criteria that I have chosen and using multiple criteria</li> <li>I can describe how to recover a substance from a solution using evaporation or filtration</li> <li>I can, when presented with a mixture, suggest the most appropriate method for separation</li> <li>I can use fair testing to demonstrate and prove the suitability of everyday materials for a given purpose</li> <li>I can distinguish between, and give examples of, reversible and irreversible changes</li> <li>I can explain how science, technology and industry use changes in state to create new and useful materials</li> <li>I can research chemists who invented different materials e.g. Spencer Silver who invented the glue for sticky notes</li> </ul>	

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Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Physical Processes</b>	<b>5</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>I know that gravity is a force that stops things floating away from the Earth</li> <li>I know that when objects move, opposing forces slow them down</li> <li>I know that levers can make it easier to lift heavy weights</li> </ul> <p><b>Earth &amp; Space:</b></p> <ul style="list-style-type: none"> <li>I know that the sun is at the centre of our solar system, and that other planets revolve around it</li> <li>I know that the moon rotates around the Earth</li> <li>I know that the sun only appears to move across the sky because the Earth is rotating</li> </ul>	
<b>EXS</b>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p><b>Earth &amp; Space:</b></p> <ul style="list-style-type: none"> <li>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>I can describe the movement of the Moon relative to the Earth</li> <li>I can describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	
<b>GDS</b>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>I can explain how gravity affects objects on Earth, and how astronauts experience weightlessness at zero gravity</li> <li>I can explain how engineers try to counter air and water resistance and friction when designing cars, planes, boats etc.</li> <li>I can explain how levers, pulleys and gears reduce the force required to move (or speed up) objects</li> <li>I can find out about how scientists have helped to develop the theory of forces e.g. Isaac Newton</li> </ul> <p><b>Earth &amp; Space:</b></p> <ul style="list-style-type: none"> <li>I can describe the position and significance of our solar system within the universe (in very simple terms)</li> <li>I can describe the phases of the moon as seen from Earth (using the vocabulary of waxing and waning)</li> <li>I can describe the planets in our solar system, talking about their size, surface and how long it takes them to orbit the sun</li> <li>I can use the idea of the Earth's rotation to confidently explain international time zones</li> <li>I can understand how the tides are connected to the gravitational pull of the moon</li> </ul>	

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<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Working Scientifically</b>	<b>6</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<ul style="list-style-type: none"> <li>I can work as part of a group to plan more sophisticated scientific enquiries to answer questions, including recognising and controlling variables</li> <li>I understand the importance of working in a systematic way when taking repeated measurements</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>I can identify scientific evidence that has been used to support the findings and conclusions</li> <li>I can identify whether further comparative and fair tests and observations are required</li> </ul>	<b>WTS</b>
<b>EXS</b> (highlighted objectives are also in year 5)	<ul style="list-style-type: none"> <li>I can plan more sophisticated scientific enquiries to answer questions, including recognising and controlling variables</li> <li><b>I can ask my own questions about scientific phenomenon and select and plan the most appropriate ways to answer scientific questions using different types of scientific enquiring, including:</b> <ul style="list-style-type: none"> <li><b>Observing changes over different periods of time</b></li> <li><b>Noticing patterns</b></li> <li><b>Grouping and Classifying things</b></li> <li><b>Carrying out comparative and fair tests</b></li> <li><b>Finding things out using a wide range of secondary sources of information</b></li> </ul> </li> <li><b>I can use evidence from a range of sources to justify my ideas</b></li> <li><b>I am beginning to recognise how abstract ideas help to understand and predict how the world operates</b></li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments, <b>and am beginning to understand how scientific ideas change and develop over time</b></li> <li><b>I can justify my choices of data collection method and number of observations and measurements, including taking repeated readings when appropriate</b></li> <li>I can choose the most appropriate method to record data and results of increasing complexity</li> <li><b>I am able to analyse functions, relationships and interactions systematically</b></li> <li><b>I can draw conclusions based on my data and observations</b></li> <li><b>I can use my scientific knowledge and understanding to explain my findings through talk, in written forms or in other ways.</b></li> <li>I understand the advantages and disadvantages of further comparative and fair testing</li> <li><b>I can recall, read, spell and pronounce appropriate terminology when working scientifically (including: accurate, conclusion, evidence, fair test, prediction, reliable, supports (evidence), variable, unit) as well as the scientific language and terminology found in the different areas of science.</b></li> </ul>	<b>EXS</b>
<b>GDS</b>	<ul style="list-style-type: none"> <li>I can carry out sophisticated scientific enquiries, controlling all variables and recognising the impact of the different variables upon results</li> <li>I can identify limitations and inconsistencies within and between sets of data</li> <li>I can decide upon the most appropriate format to present scientific data, e.g. using line graphs for continuous variables</li> <li>I can describe scientific evidence that supports or refutes particular ideas or arguments, including those in development</li> <li>I can use my knowledge of further comparative and fair testing to design my own experiments and analyse the data that I collect.</li> </ul>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Science End of Year Expected Standard

Subject	Year Group	Date	Class
Science – Life Processes and Living Things	6		

*Bold indicates end of KS performance descriptors*

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

### Key Learning Objectives

		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can explain how the heart pumps blood around the body</li> <li>I know that lack of a healthy diet and exercise, and the abuse of drugs can cause harm to my body</li> <li>I know that my body gets nutrients from the food I eat</li> </ul> <p><b>Living things &amp; their habitats:</b></p> <ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to observable characteristics</li> <li>I can identify similarities between animals (or plants) that have been grouped together by someone else</li> </ul>	<p><b>Evolution &amp; inheritance:</b></p> <ul style="list-style-type: none"> <li>I recognise that fossils provide information about things that inhabited the Earth millions of years ago</li> <li>I recognise that living things produce offspring, which have obvious similarities to their parents (i.e. number of legs, etc.)</li> </ul> <p>I can identify features that make certain animals suited to their environment</p>
<b>EXS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can identify and name the parts of the circulatory system, and describe the functions of the heart, vessels and blood</li> <li>I understand how the circulatory system allows the body to function</li> <li>I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions</li> <li>I can describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Living things &amp; their habitats:</b></p> <ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to observable characteristics and similarities and differences, including micro-organisms, plants and animals</li> <li>I can give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><b>Evolution &amp; inheritance:</b></p> <ul style="list-style-type: none"> <li>I can recognise that living things have changed over time and that fossils provide information about things that inhabited the Earth millions of years ago</li> <li>I can recognise that living things produce offspring, but normally offspring vary and are not identical to their parents</li> <li>I can identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution</li> <li>I can understand Darwin's theories and explain their origin</li> </ul>
<b>GDS</b>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>I can explain how the circulatory system works, and understand how it can become compromised by bad health</li> <li>I know the requirements for good health, and can explain how the body can recover from neglect or substance abuse</li> <li>I understand the some illnesses and conditions can actively inhibit the body's ability to take up nutrients</li> <li>I understand the relationship between diet, drugs, lifestyle and health</li> </ul> <p><b>Living things &amp; their habitats:</b></p> <ul style="list-style-type: none"> <li>I can use scientific vocab. when classifying animals and plants, e.g. vertebrates, invertebrates, kingdoms, species, genus</li> <li>I am precise when classifying plants and animals, looking beyond obvious physical attributes</li> <li>I am beginning to understand that broad groupings such as microorganisms, plants and animals can be subdivided</li> <li>I can explain the reasons why different animals are in specific groupings</li> <li>I can find out about the significance of the work of the scientists such as Carl Linnaeus, a pioneer of classification</li> </ul>	<p><b>Evolution &amp; inheritance:</b></p> <ul style="list-style-type: none"> <li>I can make links between modern animals and prehistoric creatures (e.g. how some dinosaurs evolved into birds etc.)</li> <li>I can explain how offspring take on characteristics from (and will have similarities to) their parents, whilst remaining unique</li> <li>I can apply the theory of evolution to different species of animals and plants</li> <li>I am beginning to understand that characteristics are passed from parents to their offspring</li> <li>I am beginning to understand that variation in offspring makes animals more or less likely to survive in particular environments</li> </ul>

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<i>Teacher to complete shaded areas of this table</i>		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Science End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Science – Physical Processes</b>	<b>6</b>		

*Bold indicates end of KS performance descriptors      Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Key Learning Objectives		Teacher to write pupils' initials
<b>WTS</b>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I can use torches to explore the path that light travels in</li> <li>I know that we see objects when light from them reaches our eyes</li> <li>I can explain that shadows are caused when an object blocks the path of the light</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>I can explain how increasing/decreasing the number of cells will affect other components (e.g. bulbs and buzzers) within a simple circuit</li> <li>I can explain what has 'gone wrong' when a circuit featuring one additional component (bulb, buzzer, etc.) fails to work</li> <li>I can represent circuits that I have built using simple sketches and name symbols within a circuit</li> </ul>	<b>WTS</b>
<b>EXS</b> <small>(highlighted objectives are also in year 5)</small>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I can recognise that light appears to travel in straight lines</li> <li>I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>I can use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<b>EXS</b>
<b>GDS</b>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>I know that light travels in straight lines, but that its direction of travel can be changed (refracted) using reflective surfaces</li> <li>I can describe how light is processed by lenses within the eye to produce images that the brain can interpret</li> <li>I can monitor and explain how the changing position of the sun alters the shadows that it creates during the day</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>I can make accurate predictions about what will happen when I change the number/voltage of cells in a circuit</li> <li>I can suggest and make alterations to improve the function of circuits featuring multiple components</li> <li>I can follow circuit diagrams to build given circuits</li> <li>I can experiment with both series and parallel circuits</li> </ul>	<b>GDS</b>

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Teacher to complete shaded areas of this table		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Dance and Gymnastics</b>	<b>1</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am learning to create shapes with my body.</p> <p>I am learning to use large and small parts of my body, using large with some control.</p>	<p><u>SELECT &amp; APPLY</u> I am learning to move my body with some control of movement.</p> <p>I am exploring different actions I can create with my body.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am learning to move my body in response to music and sounds.</p> <p>I can think about the way I move and balance and can talk about how my body feels when I move.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u></p> <p>With support I can perform warm ups safely and I am becoming aware of others in my space.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can copy &amp; explore basic body patterns &amp; movements.</p> <p>I can copy &amp; explore basic actions with some control &amp; co-ordination.</p>	<p><u>SELECT &amp; APPLY</u> I can remember simple dance steps &amp; perform in a controlled manner.</p> <p>I have begun to choose &amp; link basic actions, and I can recognise &amp; use space appropriately.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can choose actions &amp; link them with sounds &amp; music.</p> <p>I can watch &amp; discuss my own work &amp; that of my peers.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can safely perform teacher led warm-ups &amp; can describe &amp; discuss others work.</p> <p>I am aware of others around me.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can confidently create simple body patterns and movements.</p> <p>I can extend basic actions and explore different ways of moving confidently with control.</p>	<p><u>SELECT &amp; APPLY</u> I can create and perform more complex dance steps.</p> <p>I can confidently link a series of actions and use them creatively.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can create appropriate actions and movements when listening to a variety of music and sounds.</p> <p>I can explain my own work and the work of others in detail.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand why I need to warm up and can use space around me.</p>	<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Games/Athletics</b>	<b>1</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	K&U OF FITNESS & HEALTH	Teacher to write pupils' Initials		
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am learning to stop a ball with some control. I am beginning to use some basic rolling and hitting skills. I am starting to run at different speeds, throw different objects and jump but without control.</p>	<p><u>SELECT &amp; APPLY</u> I am learning to send a ball towards a target area. I am starting to choose some different ways of hitting, striking or kicking a ball.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am learning to comment about my sending and receiving. I am starting to understand that there are different ways to throw and kick a ball.</p>		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can stop a ball with basic control. I can use basic underarm, rolling and hitting skills. I can run at different speeds, jump from a standing position and throw an object with one hand.</p>	<p><u>SELECT &amp; APPLY</u> I can send a ball in the direction of another person. I can choose different ways of hitting, throwing, striking or kicking the ball. I start to decide when to sprint.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can describe my part in sending and receiving. I can explain why I throw, hit and kick a ball in a variety of ways, depending on the needs of the game.</p>		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can track, intercept, stop and catch balls and beanbags consistently. I can run and jump with control.</p>	<p><u>SELECT &amp; APPLY</u> I can choose a range of skills that suit the needs of the game and outwit my opponents.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can describe simple tactics and skills I can use in games.</p>		<b>GDS</b>

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Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Dance and Gymnastics</b>	<b>2</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am beginning to control my body and move with some coordination.</p> <p>I am learning to copy and repeat simple actions.</p>	<p><u>SELECT &amp; APPLY</u> I can use simple props and listen to music and sounds (stimuli) to help create simple movements and steps.</p> <p>I can travel across apparatus using simple body movements.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am learning to change the level, speed and direction I am using in my own performance.</p> <p>With support I am beginning to see differences between my performance &amp; that of others.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I am learning to describe my own &amp; others performance with simple vocabulary.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can perform with control &amp; co-ordination.</p> <p>I can copy, remember, explore &amp; repeat simple actions varying speed &amp; levels.</p>	<p><u>SELECT &amp; APPLY</u> I can respond imaginatively to a variety of stimuli.</p> <p>I am beginning to select simple actions to construct basic sequences when travelling.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can vary dynamics, levels, speed &amp; direction.</p> <p>I can identify the difference between my performance &amp; that of others.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can discuss my own &amp; others performance with simple vocabulary. I understand the need for warm up &amp; cool down</p> <p>I understand is happening to my body during exercise</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I perform a series of movements and steps with greater control and coordination.</p> <p>I remember and link actions together with pace and use different levels of movements.</p>	<p><u>SELECT &amp; APPLY</u> I can create a series of imaginative movements and incorporate a variety of stimuli in my dance.</p> <p>I can choose and use appropriate actions to create a sequence of movements when using apparatus and finding ways of travelling.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can change direction, pace and the dynamics of my dance steps with increasing fluency.</p> <p>I am able to discuss similarities and differences between my performance and that of others.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain the importance of exercise and can simply describe the effects on my body.</p>	<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	<b>Date</b>	<b>Class</b>
<b>PE: Games/Athletics</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives				Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<u>ACQUIRE &amp; DEVELOP</u> I am working to improve basic skills. I can catch and throw in games when standing still. I can jump towards a target. I can run with increasing control.	<u>SELECT &amp; APPLY</u> I can make simple choices in target games, if I have more time to think. I can play a small part in games and activities in small groups.	<u>EVALUATE &amp; IMPROVE</u> I can talk about my own and others' performances.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can recognise that my body feels different when playing different games; with guidance	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can stop/catch a ball with control. I can perform basic skills of rolling, striking and kicking with more confidence. I can change speed & direction whilst running. I can jump accurately from a standing position. I can throw a variety of objects with one hand.	<u>SELECT &amp; APPLY</u> I can pass a ball to someone else well. I can take part in opposed conditioned games.(Simple versions of games) I can select the best pace to run. I can explore different ways of throwing at targets.	<u>EVALUATE &amp; IMPROVE</u> I can explain differences between my own and others' performances. I begin to understand why I run at different paces. I can pick the best way to throw an object.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand about exercising, safety & short term effects of exercise.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can perform basic techniques of catching, throwing and kicking with a good level of consistency. I can and throw, jump in many ways. I am beginning to use a good technique for running.	<u>SELECT &amp; APPLY</u> I begin to use skills thoughtfully in simple competitive games; I achieve greater control by anticipating action in a game and reacting quickly. I can select the best way to throw an object. I can choose different paces for races.	<u>EVALUATE &amp; IMPROVE</u> I explain a variety of simple tactics to attack or defend. I can explain when I need to sprint. I can explain way different throwing techniques are better for different objects. I begin to help others.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I realise the importance of exercise to keep me healthy.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Dance and Gymnastics</b>	<b>3</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am beginning to explore my ideas and can describe them to others.</p> <p>I can link simple movements together and am learning to control the way I move my body.</p>	<p><u>SELECT &amp; APPLY</u> I am learning to use and choose different stimuli that will help my performance.</p> <p>I am learning to travel on apparatus with balance and control.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am beginning to develop and change some movements to create a simple dance</p> <p>With support I can make simple comparisons between my own work and the work of others.</p>		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can improvise on my own &amp; with a partner.</p> <p>I can copy, remember, explore &amp; repeat simple actions, and link &amp; vary ideas with control &amp; co-ordination.</p>	<p><u>SELECT &amp; APPLY</u> I can translate ideas from a variety of stimuli into movement.</p> <p>I can apply compositional ideas to sequences alone &amp; with others.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can compare, develop &amp; adapt movement &amp; motifs to create longer dances.</p> <p>I can describe my own &amp; others work noting similarities &amp; differences. I am able to make suggestions for improvements.</p>		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I can improvise freely and creatively on my own and with a partner or group.</p> <p>I skilfully copy remember and perform more complex actions with good balance and coordination.</p>	<p><u>SELECT &amp; APPLY</u> I can refine my ideas and am able to perform steps and sequences using a wide range of stimuli.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can refine sequences of steps and motifs I have created in order to perform longer dances with control and fluency.</p> <p>I understand how to improve my own work and can explore ways of improving.</p>		<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<b>WTS</b>		<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>PE: Games/Athletics</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can perform skills of rolling, striking and kicking with more confidence. I can hit a ball with reasonable consistency when practising. I am starting to use different jumping take offs. ( Hop, Skip, jump)	<u>SELECT &amp; APPLY</u> I can throw and catch with control when under limited pressure.  I am beginning to make better decisions when I have the ball, but take time to make them.	<u>EVALUATE &amp; IMPROVE</u> With help, I can explain that my performance is similar to others.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I take part in warm ups and cool downs and comment on how they make my body feel. I use simple rules fairly.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can control and catch a ball with movement. I can throw and catch with control to keep possession. I can use a small range of basic racket skills. I can run at a speed appropriate to the distance I am running. I can take a running jump.	<u>SELECT &amp; APPLY</u> I can play effectively with increasing speed and precision, as members of small teams. I can select the best jump for the task. I know when to sprint, jog and walk during races and games.	<u>EVALUATE &amp; IMPROVE</u> I can see how my performance is similar and different from others' work and use this understanding to improve my own performance. I can explain how well others are jumping, throwing and running.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain why it is important to warm up and cool down. I am beginning to understand basic rules of games and follow them fairly.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can use a wide range of throwing, catching and hitting skills, on both sides of their body. I can change the pace, length and direction of my throws and shots, to outwit my opponent. I can jump using different take offs with control. My running technique is becoming relaxed and fluent.	<u>SELECT &amp; APPLY</u> I play effectively with speed and precision, as members of both small and larger teams; decide quickly where and when to pass the ball. I am transferring my jumping and running skills/techniques to other games.	<u>EVALUATE &amp; IMPROVE</u> I can say why a player has moved to help others and apply this knowledge to my own play. I am starting to give others useful feedback during lessons.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can help to choose activities that warms up my body and gets me ready to play.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Dance and Gymnastics</b>	<b>4</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials			
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am developing my coordination, control and skill when creating simple dances.</p> <p>I have been introduced to simple techniques to help improve my control and balance when performing basic skills.</p>	<p><u>SELECT &amp; APPLY</u> I am starting to develop my own actions when working as an individual or with a partner.</p> <p>I am beginning to understand how to perform simple sequences.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am learning to use simple vocabulary associated with dance.</p> <p>I am beginning to understand how I can improve simple aspects of my work.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can give simple examples of ways of keeping fit.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am beginning to demonstrate some precision, control &amp; fluency in response to stimuli</p> <p>I am starting to link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills.</p>	<p><u>SELECT &amp; APPLY</u> I am learning different dynamics &amp; am developing actions with a partner or as part of a group.</p> <p>I am learning composition by performing simple sequences.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I can use dance vocabulary to compare &amp; improve my work.</p> <p>I can describe how to improve my own performances.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain how to work safely in lessons and can give examples,</p> <p>I recognise changes in my body and I can give reasons why PE is good for my health.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I use very precise and fluid movements with increasing skill.</p> <p>I can use a variety of techniques to travel and balance with good control.</p>	<p><u>SELECT &amp; APPLY</u> I can change aspects of my performance and can refine certain actions to improve my dance.</p> <p>I can execute more complex sequences of movements when performing using apparatus.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am able to explain and describe using technical vocabulary when exploring ways of improving my work.</p> <p>I can suggest and explain ways of refining my skills and techniques as well as that of others.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain changes in my body and I can describe how and why PE is good for my health and fitness.</p>	<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

### PE End of Year Expected Standard

Subject	Year Group	Date	Class
<b>PE: Games/Athletics</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can throw towards bigger target areas. I can throw but without accuracy. With encouragement, I am starting to use different jumping techniques. I am trying to improve my running technique.	<u>SELECT &amp; APPLY</u> I am learning to play a variety of games with limited continuity. I am starting to use the running techniques I have been taught during races. I am learning to use a limited range of tactics.	<u>EVALUATE &amp; IMPROVE</u> With help, I can identify practices to help improve a range of techniques. I am starting to watch others and use this to improve my own techniques.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can comment on and recognise how games make the body work.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can use a wide range of throwing, catching and hitting skills, on both sides of my body. I am trying to change the pace, length and direction of my throws and shots, to outwit my opponent. I can beginning to improve and sustain my running technique at different speeds. I can jump confidently in different ways.	<u>SELECT &amp; APPLY</u> I can choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent. I can keep possession with some success when using equipment. I can link a series of jumps together.	<u>EVALUATE &amp; IMPROVE</u> I can talk about what I do well and recognise things that I could do better. With help, I can identify & explain good athletic performance.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand why my heart beats faster when I exercise. I understand that my body gets tired during exercise.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<u>ACQUIRE &amp; DEVELOP</u> I can keep up a continuous game, using a range of throwing and catching skills and techniques with a degree of accuracy. My throwing accuracy is greatly improving. I can start quickly and show a good relaxed running style. I can land safely after each jump.	<u>SELECT &amp; APPLY</u> I can vary tactics and adapt skills in response to the situation I face in a game. I can link a run and series of jumps together confidently and land safely. I am aware of space and can use it to support team-mates and cause problems for the opposition.	<u>EVALUATE &amp; IMPROVE</u> I can explain how to use and interpret rules fairly. I am able to suggest ideas for practices I can do to improve my performance I can identify & explain good athletic performance.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I am able to follow warm-up routines and lead simple warm ups. I know that exercise makes my body tired so I pace myself during races.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

Subject	Year Group	Date	Class
<b>PE: Dance and Gymnastics</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I am able to demonstrate some precision, control &amp; fluency in response to stimuli.</p> <p>I link simple ideas, some basic skills &amp; techniques with a degree of control, precision &amp; fluency when performing basic skills.</p>	<p><u>SELECT &amp; APPLY</u> I am beginning to understand how to vary dynamics &amp; develop actions with a partner.</p> <p>I am extending simple sequences and developing some complex movement, control and coordination when using apparatus.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I am becoming more spatially aware of others.</p> <p>I am able to describe in more detail how to improve my performance and am beginning to say how others can improve their work as well.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I am beginning to suggest a variety of exercises that will prepare my body for exercise.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I demonstrate precision, control &amp; fluency in response to stimuli.</p> <p>I can link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills.</p>	<p><u>SELECT &amp; APPLY</u> I can vary dynamics &amp; develop actions with a partner or as part of a group.</p> <p>I understand composition by performing more complex sequences on the apparatus.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I continually demonstrate rhythm &amp; spatial awareness.</p> <p>I can confidently describe how to refine, improve &amp; modify my own performances and that of my peers.</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can demonstrate specific aspects of warm-up &amp; describe effects of exercise on the body.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><u>ACQUIRE &amp; DEVELOP</u> I exhibit good precision, control &amp; fluency in response to stimuli.</p> <p>I extend and refine my ideas, skills &amp; techniques with control, precision &amp; fluency when performing skills with increasing complexity.</p>	<p><u>SELECT &amp; APPLY</u> I can create more complex dances and motifs exploring different styles.</p> <p>I am confident in using a variety of skills and techniques to travel across apparatus and maintain balance.</p>	<p><u>EVALUATE &amp; IMPROVE</u> I have an informed knowledge and understanding of how to improve the quality of my techniques and skills when it comes to performances and am beginning to analyse my performances.</p> <p>I am starting to draw on what I know and can explain my understanding of skills</p>	<p><u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain what is happening to my body when I exercise; using the correct vocabulary for parts of the body and muscle names.</p> <p>I am starting to take the lead in warm up aspects of lessons and recognise good exercises to help warm up.</p>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	<b>Date</b>	<b>Class</b>
<b>PE: Games/Athletics</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<u>ACQUIRE &amp; DEVELOP</u> I am continuing to develop my ability to send and receive balls. I can jump in a range of ways but I lack co-ordination. I can run but get tired quickly as I do not pace myself. With help, my running, throwing and jumping techniques are slowly improving.	<u>SELECT &amp; APPLY</u> I can play games at a slower pace, using throwing and catching techniques. I can use a small number of basic tactics for attacking and defending. When competing I tend to forget the techniques that have been taught.	<u>EVALUATE &amp; IMPROVE</u> I can describe, with help, similarities and differences in the way other people play games. With help, I can identify & explain good athletic performance.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I am beginning to recognise the similarities between invasion games. Help with, I can the different phrases of skills.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<u>ACQUIRE &amp; DEVELOP</u> I am using a wide range of throwing and catching techniques well. I am varying the pace, length and direction of my throws. I can sustain a good running technique at different speeds. I can demonstrate some accuracy & technique in a range of throwing & jumping actions.	<u>SELECT &amp; APPLY</u> I can select the appropriate sending and receiving technique during a game. I find ways of attacking successfully. I am selecting the techniques taught in lessons and using them in race/competition style activities.	<u>EVALUATE &amp; IMPROVE</u> I can explain ways of keeping possession of the ball as a team. I understand that there is a need to defend as well as attack and use this in my performances. I can identify & explain good athletic performance.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques. I can recognise that games make me use my muscles.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<u>ACQUIRE &amp; DEVELOP</u> I use a wide range of shots in games, with a good degree of consistency and accuracy. I can perform sending and receiving skills while moving and under pressure. My accuracy and technique is very good when throwing. I can perform the triple jump with confidence and fluently.	<u>SELECT &amp; APPLY</u> I can select the appropriate sending and receiving technique during a game situation and perform these skills fluently. I find ways of attacking and defending successfully. I can start powerfully, under pressure and focus on the end target during a race.	<u>EVALUATE &amp; IMPROVE</u> I can watch and describe others' performances, as well as my own, and suggest practices that will help me and others. I help others improve and sustain their running technique at different speeds by designing activities to help them.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand a wide range of rules and have begun to officiate small sided games. I can help organise and officiate races and mini-Olympic type games/activities.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>PE : Dance and Gymnastics</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b> <u>ACQUIRE &amp; DEVELOP</u> I am now able to demonstrate more precision, control & fluency in response to stimuli.  I can link ideas, skills & techniques with control, precision & fluency when performing basic skills.	<u>SELECT &amp; APPLY</u> I am learning to select and use some compositional skills to demonstrate ideas in dance.  I understand composition by performing more complex sequences on the apparatus.	<u>EVALUATE &amp; IMPROVE</u> I can now describe how to refine, improve & modify my own performances and that of my peers.  I am beginning to analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can demonstrate specific aspects of warm-up & describe effects of exercise on the body.	<b>WTS</b>
Most children will be able to:	<b>EXS</b> <u>ACQUIRE &amp; DEVELOP</u> I can perform & create motifs in a variety of dance styles with accuracy & consistency.  I can perform & create movement sequences with some complex skills & displaying accuracy & consistency.	<u>SELECT &amp; APPLY</u> I can select and use a wide range of compositional skills to demonstrate ideas in dance.  I can perform & create movement sequences with some complex skills & displaying accuracy & consistency.	<u>EVALUATE &amp; IMPROVE</u> I can suggest ways to improve quality of performance showing sound knowledge & understanding.  I can analyse fairly complex skills & can suggest ways to improve quality of performance showing sound knowledge & understanding.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I am able to take the lead in my own warm up & demonstrates all round safe practice.  I can describe how different types of exercise contribute to my health and fitness.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b> <u>ACQUIRE &amp; DEVELOP</u> I can select and combine skills, techniques and ideas. I can apply them in a way that suits each activity.  I show consistent precision control and fluency in movement.	<u>SELECT &amp; APPLY</u> I can plan my own and others' work I draw on what I know about composition.  I am able to perform a variety of sequences and movements I have created, using a range of more complex skills. I can manipulate movement with control.	<u>EVALUATE &amp; IMPROVE</u> I can suggest ways to improve quality of performance and can demonstrate showing good knowledge & understanding.  I can analyse a range of complex skills & can suggest ways to improve quality of performance showing good knowledge & understanding.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can plan and carry out warm ups for myself and others & demonstrate a good understanding of what safe practice means.  I can explain how to prepare and recover from activities.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**PE End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	<b>Date</b>	<b>Class</b>
<b>PE:Games/Athletics</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives				Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<u>ACQUIRE &amp; DEVELOP</u> With more practise, I will be able to shoot, pass and dribble with some accuracy in some sports. I am trying to use different throwing styles but tend to lack accuracy. I find it hard to catch but can catch larger or modified objects. I can jump in a range of ways but I lack co-ordination and good technique. I can run but tire quickly as I do not pace myself.	<u>SELECT &amp; APPLY</u> I can select the right time to shoot or pass during a game. I am starting to understand that my placement of shots and passes can affect the game and others around me. My tactics are improving and I can attack and defend in most games.	<u>EVALUATE &amp; IMPROVE</u> With help, I can advise others how to improve closed-skills like passing, shooting etc. I watch others' performances and listen to instructions to help me improve.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I understand & explain short term effects of exercise, warming, cooling.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<u>ACQUIRE &amp; DEVELOP</u> I am using a wide range of throwing and catching techniques fluently. I am varying the pace, length and direction of my throws and shots, to outwit my opponent. I can shoot, pass and dribble with some accuracy in most sports. I can control movement with a ball in opposed situation whilst moving. I can demonstrate good control, strength, speed & stamina in a variety of athletic events	<u>SELECT &amp; APPLY</u> I select different types of shots/passes increasingly well in the games I play. I make the correct decisions when attacking or defending in a variety of games. I can combine accurate passing skills / techniques in game.	<u>EVALUATE &amp; IMPROVE</u> I can advise and help others in their techniques and skills in game situations. I can watch others' performances and spot weaknesses and strengths.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain how different types of exercise contribute to my fitness and health. I can describe how I might get involved in other types of activities	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<u>ACQUIRE &amp; DEVELOP</u> I am using a wide range of throwing and catching techniques fluently whilst moving and under pressure. I can keep possession during a variety of games. I move into and create space in every game. I can shoot, pass and dribble with great accuracy in all sports.	<u>SELECT &amp; APPLY</u> I can combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency. I understand how to apply athletic skills & tactics to a competitive situation.	<u>EVALUATE &amp; IMPROVE</u> I can identify strengths and weaknesses in my own and others' play, and suggest practices that will lead to improvement.	<u>K&amp;U OF FITNESS &amp; HEALTH</u> I can explain how to prepare and recover from sporting activities.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## KEY SKILLS for COMPUTING (to be used alongside the year 1-2 expected standards on the following pages)

### **Key Stage One:**

- I can turn on and log into a computer
- I can use a mouse to select and move words and pictures
- I know the position of keys on a keyboard
- I can write single words or sentences using a keyboard using a basic word programme
- I can use a basic word programme to edit words e.g. text size, colour, font, create labels etc.
- I can understand aspects of a keyboard e.g. space bar, caps lock, full stop etc
- I can insert pictures into a program e.g. 2simple or revelation natural art, and change the size of the picture
- I can drag and drop pictures
- I can enter information into a simple graphing package e.g. pictogram. Use the graphs to answer simple questions
- I can look at information from different ICT sources e.g. internet, video, sound recording, pictures etc
- I know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place
- I can print my work
- I can open a program using the start menu or a folder
- I can close a program using the red cross
- I can use a paint/art programme confidently e.g. revelation natural art
- I can navigate an internet page to play a simple game
- I can take photographs or videos using appropriate technology
- I know the names of technology around me e.g. video camera, camera, photocopier, printer etc
- I can log off and shut down a computer
- I can open a saved piece of work
- I can type an extended piece of writing using a word processing program
- I can use a spellcheck
- I know that the shift key can be used to access other symbols on the keys
- I can record and play back a sound
- I can use the double click function
- I can navigate a touchscreen device

### Computing End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Computing</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can use a mouse to navigate on a computer I can use a keyboard to enter information on a computer I can use technology safely and respectfully. I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	I can use a systematic approach to control and predict the behaviour of simple programs (e.g control a roamer) I can recognise common uses of information technology beyond school I can identify simple mistakes in my work and evaluate and correct them I am working towards the Key Stage 1 Key Skills list I know to keep personal information private I know where to go for help and support when I have concerns I am able to navigate age appropriate websites		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	I can evaluate critically, information found online I can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use technology purposefully to create, organise, store, manipulate and retrieve digital content		<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Computing End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Computing</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can use a systematic approach to control and predict the behaviour of simple programs (e.g control a roamer) I can recognise common uses of information technology beyond school I can open and save a document using office software I can evaluate critically, information found online		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	I can understand that an algorithm is a step by step guide to achieving a goal I can give unambiguous instructions to a digital device to achieve a goal ( <b>e.g. controlling a roamer to reach a given destination</b> ) I can create and debug (correct/improve) simple programs ( <b>e.g. use a roamer</b> ) I can use technology purposefully to create, organise, store, manipulate and retrieve digital content ( <b>e.g. opening, editing and saving a document</b> ) I can make basic evaluations of my work and thinks of ways to improve it I have completed the majority of the Key Stage 1 Key Skills list I can understand the need to keep passwords safe I can start to identify concerning behaviour online I can use the internet purposefully to achieve a goal I know that not everything online is true		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	I recognise that some algorithms rely upon a strict order to work ( <b>e.g. using sequencing and repetition with a roamer</b> ) I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can work with a partner to make basic evaluations of their work and think of ways to improve it I can recognise acceptable/unacceptable behaviour online I am critical of information found online		<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Computing End of Year Expected Standard

### Key Stage Two KEY SKILLS for COMPUTING (to be used alongside the years 3-6 expected standards)

- I can minimise, resize and close windows on the desktop.
- I can get back to the desktop
- I can take screen shots
- I know that the shift key can be used to access other symbols on the keys
- I can open multiple tabs without leaving the search e.g. by right clicking and opening in a new tab
- I can copy and paste information from the internet into a word document using ctrl and C or copy and paste through right clicking
- I can use and save favourites in the web browser
- I can alter font type, size and colour for emphasis and effect
- I can use bold, underline and italic
- I can use bullet points and numbers
- I can highlight text
- I can use 'select all'
- I can align left, align right and centre text
- I can combine graphics and text
- I can use the shift key to insert characters e.g. exclamation marks
- I can type in capitals and lowercase letters by putting caps lock on/using shift
- I can delete use delete and backspace
- I can use undo and redo tools
- I can create a simple text box
- I can resize, rotate and format text boxes
- I can move a text box or any other object around the page
- I can insert and manipulate multiple text boxes and other objects on any page
- I can insert a picture from a file
- I can insert and manipulate Word Art
- I can insert and format shapes
- I can group and ungroup objects
- I can layer objects for a purpose
- I can insert and format a table e.g. add a border, change the background colour etc
- I understand the terms field, record, file, sort, classify and order
- I can use a database to answer questions
- I can use a spread sheet to make various types of charts
- I can use a database to sort and classify information and present their findings
- I can send and receive an email
- I can reply to an email
- I can use an address book to store and select email addresses
- I can send an attachment via email
- I understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides
- I can add slides and change their layout using the options available
- I can add text to a slide and how to modify it using simple formatting tools
- I can add pictures or clip art onto a slide
- I can place my slideshow into and out of presentation mode
- I can reorder slides
- I can add a sound file to a slide as an object
- I can record a simple sound clip as an object on a slide
- I can add a video to a slide
- I can add hyperlinks to a slide
- I can create slide transitions
- I can add animations to objects on the page
- I can change the running order of animations and slide timings
- I can use transitions and animations for effect
- I can use spell and grammar check through menu bar and right clicking
- I can use the find and replace tool
- I can move a word or a sentence by lassoing the text and dragging it into a new position
- I can orient the page view and page size
- I can insert a table and adjust its formatting adding new columns and rows and merging cells
- I can use menus effectively to navigate software
- I can save a copy of a word file as a PDF.
- Web skills:
  - I can use ~ on google to return synonym results e.g. *~large lakes* will find results for great lakes as well
  - I can use *define* before a word using google to get the dictionary definition
  - I can use a minus (-) to exclude words on a web search e.g. *Manchester – football* would take out results for Manchester that involved football
  - I can google search using *or* to give equal value
- I can use the following terms to search a database – greater than, less than, and , or.
- Spreadsheets :
  - I can enter labels and numbers into a spreadsheet
  - I can enter formulae into a spreadsheet
  - I can use 'SUM' to calculate the total set of numbers in a range of cells
  - I can change data in a spreadsheet to answer 'what if...?' questions and check predictions

### Computing End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Computing</b>	<b>3</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can recognise acceptable/unacceptable behaviour online I am critical of information found online I can understand that an algorithm is a step by step guide to achieving a goal I can give unambiguous instructions to a digital device to achieve a goal <b>(e.g. controlling a roamer to reach a given destination)</b> I can create and debug (correct/improve) simple programs I can use technology safely, respectfully and responsibly I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies I can keep personal information private		WTS
Most children will be able to:	EXS	I can identify a range of ways to report concerns about content and contact I can understand ways in which people communicate online and the potential danger <b>(including devices such as Xbox and other online gaming)</b> I can use internet to undertake purposeful research I have awareness of copyright issues around images found online I recognise that some algorithms rely upon a strict order to work <b>(e.g. using sequencing and repetition with a roamer)</b> I can use various inputs <b>(e.g. keyboard presses)</b> and outputs <b>(e.g. playing a sound)</b> to control a computer program <b>(e.g. control a Scratch program with a keyboard input)</b> I can explain how a program works I can identify errors or improvements in a program that I have created I can evaluate different aspects of my work and identify next steps I can work with a partner to suggest areas of improvement in our work I am starting to work on some of the Key Stage 2 Key Skills List		EXS
Some children will have progressed further. They will be able to:	GDS	I can use the internet safely for research and to follow lines of enquiry I can write and debug programs that respond to user input with support I can confidently use various inputs <b>(e.g. keyboard presses)</b> and outputs <b>(e.g. playing a sound)</b> to control a computer program <b>(e.g. control a Scratch program with a keyboard input)</b> and can identify ways to extend my work. I can identify errors or improvements in a program that I have created and can make improvements with support.		GDS

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Computing- End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Computing</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives		Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can write and debug programs that respond to user input I can identify errors or improvements in a program that I have created and can make improvements with support. I can use the internet safely for research and to follow lines of enquiry		
Most children will be able to:	<b>EXS</b>	I understand the function of a search engine and understand the importance of using the correct search terms I am beginning to understand the concept of plagiarism I can think about the risks of sharing personal information online <b>(including photographs)</b> and understand the idea of a digital footprint I can design, write and debug <b>(e.g. correct/improve)</b> programs that accomplish specific goals <b>(e.g. using software to simulate physical processes or control physical objects)</b> I can solve problems by breaking them into smaller parts I can use logical reasoning to explain how some more complicated algorithms <b>(e.g. a sequence of instructions)</b> work I can detect and correct errors in algorithms and programs I can understand the opportunities that networks offer for communication and collaboration <b>(e.g. working on shared documents)</b> I can evaluate my work in a variety of ways <b>(e.g. peer- or self-assessment, open discussion with peers or teachers)</b> I am working towards the Key Stage 2 Key Skills list		
Some children will have progressed further. They will be able to:	<b>GDS</b>	I understand the concept of plagiarism I am beginning to think critically about the information that I put online I can work with a partner to suggest next steps and improve my work I can understand how data is transferred over the internet and how this provides potential beyond the world wide web I understand the dangers inherent in an instant messaging system; i.e. email		

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Computing - End of Year Expected Standard

Subject	Year Group	Date	Class
Computing	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I understand that the internet is used for systems other than the world wide web ( <b>e.g. email</b> ) I can design algorithms that can start to solve real life problems I am beginning to think critically about the information that I put online		WTS
Most children will be able to:	EXS	I understanding that information found online is not always true and unbiased I am starting to develop skills in identifying the origin of website I can think critically about the information that I put online I understand the difference between a computer network and the internet I understand what a network is and how it links devices I can use networks for communication and collaboration ( <b>e.g. working on shared documents</b> ) I can test my work with peers in order to evaluate and improve it I have completed the majority of the Key Stage 2 Key Skills list I can design, write and debug algorithms to solve real world problems using physical or digital devices		EXS
Some children will have progressed further. They will be able to:	GDS	I begin to understand the concept of data protection I can design, write and debug algorithms to solve real life problems and use testing and feedback to improve and adapt them I can use internet systems other than the world wide web to communicate safely and work collaboratively		GDS

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Computing - End of Year Expected Standard

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Computing</b>	<b>6</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I begin to understand the concept of data protection I can use a range of programs to create a document collaboratively I can select data to be collected and displayed digitally and begin to understand how I might do that		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	I understand plagiarism, copyright and the concept of data protection I can design and create a program and debug it by collecting data and feedback from a group I can independently select and use software to achieve a goal I can collect, analyse, evaluate and present data and information using a digital device I can select and combine a variety of software to achieve a long term goal <b>(e.g. select software to plan, design, select, present, analyse, evaluate, improve and report on a long term project)</b> I can evaluate feedback from a range of sources and a wider group of peers I can confidently and independently use skills on the Key Stage 2 Key Skills List I can design, write and debug programs and algorithms that respond to and learn from inputs		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	I can select and use a variety of software to solve a given problem and extend the initial scope I can design, write and debug programs and algorithms that respond to and learn from user inputs and offer feedback to the user		<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## History End of Year Expected Standard

Subject	Year Group	Date	Class
History	1		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b> <b>Chronological Understanding</b> I can sometimes place a few events, people and objects in the correct time order. I sometimes know the difference between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> With help, I can sometimes use stories to talk about things that have happened in the past. With help, I sometimes use the right historical words to explain the passing of time.	<b>Historical Interpretation &amp; Enquiry</b> With help, I sometimes understand some ways in which we find out about the past. I can sometimes find answers to simple questions about the past by using stories and other sources.	<b>WTS</b>
Most children will be able to:	<b>EXS</b> <b>Chronological Understanding</b> I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.	<b>Historical Interpretation &amp; Enquiry</b> I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b> <b>Chronological Understanding</b> I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	<b>Historical Interpretation &amp; Enquiry</b> I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.	<b>GDS</b>

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<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## History End of Year Expected Standard

Subject	Year Group	Date	Class
<b>History</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Chronological Understanding</b> I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.	<b>Historical Interpretation &amp; Enquiry</b> I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Chronological Understanding</b> I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	<b>Historical Interpretation &amp; Enquiry</b> I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Chronological Understanding</b> I can confidently place events, people and objects in the correct time order and suggest how they fit in the chronological framework. I am developing awareness of the passing of time. I can identify similarities and differences between ways of life in the past and present.	<b>Knowledge &amp; Understanding</b> I can use stories and other sources to talk about things that have happened in the past. I can use a range of historical words to explain the passing of time. I show a greater understanding of how the achievements of famous people from the past have influenced our lives.	<b>Historical Interpretation &amp; Enquiry</b> I understand ways in which we can find out about the past and different ways in which it is represented. I can find answers to a range of questions about the past by using stories and other sources. I can ask questions to find out about things from the past.	<b>GDS</b>

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<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## History End of Year Expected Standard

Subject	Year Group	Date	Class
History	3		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Chronological Understanding</b> I sometimes show an understanding of chronology and order of events, people and objects.	<b>Knowledge &amp; Understanding</b> I can use the right historical words to explain the passing of time. I am beginning to know historical events, people and changes of the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I sometimes pick out different ways that the past is shown. I sometimes devise historically valid questions. I sometimes use sources of information in different ways to help me answer questions about the past.	<b>Organisation &amp; Communication</b> With help, I can start to pick out and put together information for the period that I am studying. With help, I sometimes construct simple informed responses	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Chronological Understanding</b> I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.	<b>Knowledge &amp; Understanding</b> I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.	<b>Organisation &amp; Communication</b> I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Chronological Understanding</b> I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	<b>Knowledge &amp; Understanding</b> I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.	<b>Organisation &amp; Communication</b> I can pick out and put together information for the period that I am studying. I can construct simple informed responses.	<b>GDS</b>

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<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## History End of Year Expected Standard

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>History</b>	<b>4</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Chronological Understanding</b> I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.	<b>Knowledge &amp; Understanding</b> I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.	<b>Organisation &amp; Communication</b> I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Chronological Understanding</b> I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	<b>Knowledge &amp; Understanding</b> I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.	<b>Organisation &amp; Communication</b> I can pick out and put together information for the period that I am studying. I can construct simple informed responses.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Chronological Understanding</b> I can show a greater understanding of chronology and order of events, people and objects.  I have a greater understanding of how the past can be divided into different periods of time.  I can pick out similarities and differences between different periods of time and know some significant dates.	<b>Knowledge &amp; Understanding</b> I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.  I know, understand and can recall the historical events, people and changes of the period that I am studying.  I can give reasons for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can pick out and understand different ways that the past is shown and suggest reasons for this.  I am beginning to show how features of the past have been retold and interpreted in different ways.  I am beginning to understand how evidence is used to make historical claims.	<b>Organisation &amp; Communication</b> I can pick out and put together information from a range of sources for the period that I am studying.  I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.	<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## History End of Year Expected Standard

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>History</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Chronological Understanding</b> I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	<b>Knowledge &amp; Understanding</b> I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.	<b>Organisation &amp; Communication</b> I can pick out and put together information for the period that I am studying. I can construct simple informed responses.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Chronological Understanding</b> I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.	<b>Knowledge &amp; Understanding</b> I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.	<b>Organisation &amp; Communication</b> I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Chronological Understanding</b> I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past societies and periods.	<b>Knowledge &amp; Understanding</b> I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period that I am studying.	<b>Historical Interpretation &amp; Enquiry</b> I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.	<b>Organisation &amp; Communication</b> I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## History End of Year Expected Standard

Subject	Year Group	Date	Class
<b>History</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><b>Chronological Understanding</b></p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p><b>Knowledge &amp; Understanding</b></p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p><b>Historical Interpretation &amp; Enquiry</b></p> <p>I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.</p>	<p><b>Organisation &amp; Communication</b></p> <p>I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><b>Chronological Understanding</b></p> <p>I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past societies and periods.</p>	<p><b>Knowledge &amp; Understanding</b></p> <p>I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p><b>Historical Interpretation &amp; Enquiry</b></p> <p>I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p><b>Organisation &amp; Communication</b></p> <p>I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><b>Chronological Understanding</b></p> <p>I can show a clear understanding of the similarities and differences between different periods of time and know many significant dates. I can make connections between features of past societies and periods by comparing and contrasting. I can recognise trends between significant events/periods over time.</p>	<p><b>Knowledge &amp; Understanding</b></p> <p>I use my knowledge to describe things that happened during the period that I am studying and across different periods. I can describe and make links between features of past societies and periods by comparing and contrasting. I use my knowledge of historical events/people to reflect on how Britain has influenced and been influenced by the wider world.</p>	<p><b>Historical Interpretation &amp; Enquiry</b></p> <p>I am beginning to understand why contrasting arguments and interpretations of the past have been constructed. I can evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p><b>Organisation &amp; Communication</b></p> <p>I can select, organise and deploy relevant information from a range of sources for the period that I am studying. I can produce structured narrative and analyses making appropriate use of important dates and historical terms.</p>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Geography End of Year Expected Standard

<u>Area</u>	<u>Key stage 1</u>	Date	Class
<b>Locational Knowledge</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can name some of the World's seven continents and five oceans. I can name some of the four countries and capital cities of the UK		WTS
Most children will be able to:	EXS	I can name and locate the World's seven continents and five oceans. I can name and locate the four countries and capital cities of the UK. I can name and locate the surrounding seas of the UK. I know some characteristics of the four countries and capital cities of the UK.		EXS
Some children will have progressed further. They will be able to:	GDS	I can describe the main features of the four countries and capital cities of the UK. I can compare differences between countries and capital cities of the UK.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Key stage 1</u>	Date	Class
Place Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I know some facts about my locality. I know some facts about a small area outside my locality (e.g. UK or another country).		WTS
Most children will be able to:	EXS	I can make comparisons of <b>physical</b> features of a small area in the UK and a small area in a contrasting country *. I can make comparisons of <b>human</b> features of a small area in the UK and a small area in a contrasting country *.  *NC recommends non- European country.		EXS
Some children will have progressed further. They will be able to:	GDS	I can describe and explain the <b>physical</b> differences and similarities between a small area of the UK and a small area of a contrasting country *. I can describe and explain the <b>human</b> differences and similarities between a small area of the UK and a small area of a contrasting country *.  *NC recommends non- European country.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Key stage 1</u>	Date	Class
<b>Human and Physical Geography</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I know the four seasons in the UK. I know the world has hot and cold places. I can name key features of my locality using geographical vocabulary e.g city, town, village, weather, hill, river.		WTS
Most children will be able to:	EXS	I can identify daily and seasonal weather patterns in the UK. I can locate hot and cold areas of the World in relation to the Equator and North and South Poles. I can describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). I can describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop).		EXS
Some children will have progressed further. They will be able to:	GDS	I can explain weather patterns in the UK. I can explain why some countries are hot and cold. I can explain why people live in different areas of the World.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Geography End of Year Expected Standard

Area	Key stage 1	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I know that places can be found using maps, globes and atlases. I can use positional language. I can find familiar things/objects using aerial views. I can use a simple map and key. I can comment on features of my school and local area.		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	I can use World maps, atlases and globes to identify countries, continents and oceans. I can use compass directions (North, South, East, West). I can use aerial photographs and plans to recognise landmarks. I can devise a simple map with a key. I can use simple fieldwork and observational skills to study my school and local area.		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	I can independently choose appropriate resources to identify countries, continents and oceans. I can use compass directions to explain positions of places. I can devise and use a map with a key. I can use a range of fieldwork techniques to study my school and local area.		<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
Locational Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can use maps to locate continents and countries with support. I can name some counties and cities in the UK. I can describe some geographical features of the UK.		WTS
Most children will be able to:	EXS	I can independently use maps to locate countries and continents. I can describe physical and human characteristics of places in the world*. I can name and locate counties and cities in the UK. I can describe physical features of the UK. I can describe some geographical features of the globe.  *NC recommends Europe (including Russia) and North and South America.		EXS
Some children will have progressed further. They will be able to:	GDS	I can independently use maps to locate continents, oceans and seas. I can explain contrasting features between different areas.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
Place Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives		Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	I know some geographical facts about the UK. I know some geographical facts about the world*.  *NC recommends Europe (including Russia) and North and South America.		WTS
Most children will be able to:	EXS	I can make comparisons of <b>physical</b> features of regions in different areas of the world*. I can make comparisons of <b>human</b> features of regions in different areas of the world*.  *NC recommends Europe (including Russia) and North and South America.		EXS
Some children will have progressed further. They will be able to:	GDS	I can describe and explain the <b>physical</b> differences and similarities between contrasting regions*. I can describe and explain the <b>human</b> differences and similarities between contrasting regions*.  *NC recommends Europe (including Russia) and North and South America.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
Human and Physical Geography			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can name some different physical features* (related to the topics covered). I can name some different human features** (related to the topics covered).		WTS
Most children will be able to:	EXS	I can describe some physical features of a place* (related to the topics covered). I can describe some human features of a place** (related to the topics covered).		EXS
Some children will have progressed further. They will be able to:	GDS	I can explain why some physical features occur.* I can explain why some human features occur.**  NC recommends: *Physical features: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle **Human features: types of settlement and land use, economic activity including trade links and the distribution of natural resources		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Lower Key stage 2</u>	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can use simple maps, atlases, globes and digital/computer mapping to locate countries with support. I can use simple grid references, basic keys and symbols. I can use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.		WTS
Most children will be able to:	EXS	I can use maps, atlases, globes and digital/computer mapping to locate countries. I can use a compass independently. I can use grid references, keys and symbols to interpret a map. I can use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features.		EXS
Some children will have progressed further. They will be able to:	GDS	I can independently select resources to carry out fieldwork. I use maps in a range of different contexts. I can use 8 points of a compass and four-figure grid references for a purpose.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## Non-Core End of Year Expected Standard - Geography

Area	Upper Key stage <b>2</b>	Date	Class
Locational Knowledge			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives		Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	I can use maps to locate continents* with support. I can use maps to name and locate major countries and cities with support. I can name some counties and cities in the UK. I can describe some geographical features of the UK. I can describe some geographical features of the globe (e.g. latitude, longitude, etc)		WTS
Most children will be able to:	EXS	I can independently use maps to continents*. I can independently use maps to name and locate countries and major cities*. I can describe physical and human characteristics of continents*. I can name and locate counties and cities in the UK. I can describe changing geographical features (e.g. land pattern use). I can describe geographical features of the UK (including hills, mountains, coasts and rivers). I understand the world has different time zones.  Symphony Assessment System recommends coverage of: Identifying the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones.		EXS
Some children will have progressed further. They will be able to:	GDS	I can independently use a map to locate continents, countries, major cities, oceans and seas. I can explain contrasting features between counties and cities. I can explain changes in geographical features over time.  NC recommends * Europe (including Russia), North and South America		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Upper Key stage 2</u>	Date	Class
<b>Place Knowledge</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I know some facts about different regions of the world.*		WTS
Most children will be able to:	EXS	I can make comparisons of <b>physical</b> features of regions around the world.* I can make comparisons of <b>human</b> features of regions around the world*		EXS
Some children will have progressed further. They will be able to:	GDS	I can describe and explain the <b>physical</b> differences and similarities between regions around the world.* I can describe and explain the <b>human</b> differences and similarities between regions around the world.*  *NC recommends UK, Europe and North or South America		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Geography End of Year Expected Standard

<u>Area</u>	<u>Upper Key stage 2</u>	Date	Class
<b>Human and Physical Geography</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can name a variety of different physical features.* I can name a variety of different human features.**		WTS
Most children will be able to:	EXS	I can describe a variety of physical features of a place.* I can describe a variety of human features of a place.**		EXS
Some children will have progressed further. They will be able to:	GDS	I can explain why physical features occur.* I can explain why human features occur.**  NC recommends *Physical features: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **Human features types of settlement and land use, economic activity including trade links and the distribution of natural resources.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Geography End of Year Expected Standard

<u>Area</u>	<u>Upper Key stage 2</u>	Date	Class
<b>Geographical skills and fieldwork</b>			

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features with support. I can use 8 points of a compass with support. I can use grid references. I can use keys and symbols to interpret a map. I can use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe, measure and record geographical features with support.		<b>WTS</b>
Most children will be able to:	<b>EXS</b>	I can independently use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features. I can use 8 points of a compass independently. I can use four and six-figure grid references. I can use keys and symbols including Ordnance Survey maps. I can use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe, measure and record geographical features.		<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	I can select and use appropriate resources to locate and describe physical features. I can use 8 points of a compass in different contexts. I can use four and six-figure grid references for a purpose. I can interpret and explain keys and symbols including Ordnance Survey maps. I can select and use appropriate field work techniques independently.		<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>1</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	WTS	I say what my product is for & how it will work. I share my ideas through talking & drawing.	I select from a range of materials & components chosen by my teacher. With support, I cut, shape & join materials.	I talk about my likes & dislikes of what I have made. I describe what products are, who they are for & why.	I talk about how I think something works.	I can name & sort foods & know that ingredients can be combined to make a new taste. With support, I can prepare simple dishes without heat.	WTS
Most children will be able to:	EXS	I use my own experiences to describe what my product is for. I say how my product will work & whether it is for me or other people. I develop & communicate ideas by talking & drawing.	I can plan my design. I select from tools & materials chosen by my teacher. I can cut, shape & join materials. I follow safety & hygiene procedures.	I talk about my design ideas, what I am making & how it could be improved. I describe what products are, who they are for & how & where they are used.	I describe the simple characteristics of materials & components. I know that a 3D textile product can be assembled from two identical fabric pieces.	<b>With support:</b> I can identify that all food comes from plants or animals, & has to be grown, farmed or caught. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	EXS
Some children will have progressed further. They will be able to:	GDS	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.	GDS

It will help if teachers write girls & boys names in different colours (& put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

## Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations	Key Learning Objectives					Teacher to write pupils' initials	
	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition		
Some children will not have made so much progress. They will be able to:	WTS I use my own experiences to describe what my product is for. I say how my product will work & whether it is for me or other people. I develop & communicate ideas by talking & drawing.	I can plan my design. I select from tools & materials chosen by my teacher. I can cut, shape & join materials. I follow safety & hygiene procedures.	I talk about my design ideas, what I am making & how it could be improved. I describe what products are, who they are for & how & where they are used.	I describe the simple characteristics of materials & components. I know that a 3D textile product can be assembled from two identical fabric pieces.	<b>With support:</b> I can identify that all food comes from plants or animals, & has to be grown, farmed or caught. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.		WTS
Most children will be able to:	EXS I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate food.		EXS
Some children will have progressed further. They will be able to:	GDS I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.		GDS

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>	<u>WTS</u>	<u>EXS</u>	<u>GDS</u>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

### Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	WTS	I say how I will make my product suitable for the user & use simple design criteria to help develop my ideas.	I plan by suggesting what to do next. I select tools & materials & explain my choices. I follow safety & hygiene procedures. I measure, mark, cut, shape & join components. I use some simple finishing techniques.	I make judgements about my products & ideas using simple design criteria. I suggest how my products could be improved. I describe which materials products are made from. I say what I do/don't like about products.	I describe the movement of simple mechanisms (incl. levers, sliders, wheels & axles). I know how structures can be made stronger & more stable. I use some technical vocabulary for the projects I undertake.	I know that all food has to be grown, farmed or caught. I know that we should eat at least five portions of fruit & veg. each day. I can prepare simple dishes safely & hygienically, without using heat. I can cut, peel & grate.	WTS
	EXS	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select tools, & materials suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown, farmed & caught in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	EXS
	GDS	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	<b>I can, with support, identify:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities. <b>I can identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	GDS

*It will help if teachers write girls & boys names in different colours (& put a key)*

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS & hand to Subject Leader*

Expectations		Key Learning Objectives					Teacher to write pupils' initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	WTS	I describe the purpose of my product indicating features that will appeal to users, based on their needs & wants. I explain how particular parts of my product work.	I select materials & tools suitable for the task. I can order the main stages of making. I follow procedures for safety & hygiene. I measure, mark, cut, shape & join with some accuracy. I apply a range of finishing techniques.	I identify strengths & weaknesses of my ideas & products, referring to my design criteria. I consider how well products have been designed & made. I investigate who designed products & how they're made. I investigate if items can be recycled/reused.	<b>I can discuss:</b> How to use maths & science to design products that work. Materials' functional & aesthetic qualities. <b>I can, with support, identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & farmed in the UK & Europe. I know that a healthy diet is made up from variety & balance. I can, with support, prepare & cook some savoury dishes safely & hygienically. I can use spreading and kneading.	WTS
	EXS	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	<b>I can, with support, identify:</b> How to use maths & science to design products that work. How materials have functional & aesthetic qualities. <b>I can identify:</b> How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	EXS
	GDS	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	<b>I can, with support, identify:</b> How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	GDS

*It will help if teachers write girls & boys names in different colours (& put a key)*

<i>Teacher to complete shaded areas of this table</i>		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>5</b>		

Teacher to complete GREY SHADED AREAS & hand to Subject Leader

Expectations		Key Learning Objectives					Teacher to write pupils' Initials
		Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition	
Some children will not have made so much progress. They will be able to:	WTS	I develop & use my own design criteria to inform my ideas. I model my ideas using prototypes & pattern pieces. I make design decisions that consider the availability & cost of resources, as well as the needs & wants of users.	I select suitable tools & equipment. I confidently justify my choice of materials & components. I discuss safety & hygiene procedures. I measure, mark, cut, shape & join with increasing accuracy. I use various finishing techniques with increasing accuracy.	I identify strengths & weaknesses in my ideas & products, referring to my design criteria, and adapt my design accordingly. I refer to amendments in my evaluation. I investigate & analyse how well products are designed & made. I investigate if items can be recycled/reused.	I can, with support, identify: How to use maths & science to design products that work. How materials have functional & aesthetic qualities. I can identify: How levers/pneumatics create movement. How to make strong shell structures.	I know some foods that are grown & in the wider world. I know that food is needed to provide energy for the body. I can, with support, prepare & cook some savoury dishes safely & hygienically. I use techniques incl. chopping, slicing & baking.	WTS
	EXS	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	I can, with support, identify: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	EXS
	GDS	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	I can identify & analyse: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	GDS

It will help if teachers write girls & boys names in different colours (& put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Design Technology End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Design &amp; Technology</b>	<b>6</b>		

Teacher to complete GREY SHADED AREAS & hand to Subject Leader

Expectations		Key Learning Objectives				Teacher to write pupils' initials	
		Design	Make	Evaluate	Technical Knowledge		Cooking & Nutrition
Some children will not have made so much progress. They will be able to:	WTS	I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings.	I explain my choice of tools & equipment in relation to techniques I will be using, & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials.	I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.	I can, with support, identify: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.	WTS
Most children will be able to:	EXS	I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.	I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.	I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.	I can identify & analyse: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.	I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.	EXS
Some children will have progressed further. They will be able to:	GDS	I work confidently within different domestic, local & industrial contexts. I use research, including the study of different cultures, to identify & understand user needs. I combine ideas from a variety of sources, decide which design criteria clash & determine which should take priority. I take creative risks.	I select from & use a more complex range of materials, components, & ingredients; taking into account their functional & aesthetic properties. I understand the process of risk assessment.	I test, evaluate & refine my ideas against a specification; taking into account views of users & interested groups. I actively involve others in testing my products. I investigate & analyse new products through disassembly, & consider the positive & negative impact that they may have on the world.	I understand properties of materials & how they can be used to enhance the performance of structural & functional elements. I know how electrical & electronic systems can be powered & used in my products. I know about textile fibre sources & how to select & modify pattern pieces.	I know that advertising, availability, packaging & cost can influence what individuals choose to eat; along with, where the food is produced, culture, religion & peer-pressure. I know that food safety means preventing contamination & spoilage. I know how to use safety practices when storing, prepping & cooking food.	GDS

It will help if teachers write girls & boys names in different colours (& put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Music End of Year Expected Standard

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Music</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Performing</b> I make different vocal sounds I can join in singing I sometimes perform with others	<b>Composing</b> I can sometimes make different sounds I am beginning to make sounds using voices and instruments I am beginning to make long and short sounds I am beginning to copy a short clapping rhythm with help	<b>Appraising</b> I am beginning to recognise the difference between fast and slow I am beginning to explain how live and recorded music makes me feel I can make a high sound and a low sound I am beginning to understand how sounds are made	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Performing</b> I sometimes use my voice in different ways I sometimes join in singing I am beginning to follow instructions when I perform	<b>Composing</b> I am beginning to make sounds that are very different I can make sounds using voices and instruments I can make a long sound and a short sound I can clap short rhythms with help	<b>Appraising</b> I recognise the difference between fast and slow I can listen to live and recorded music and say how it makes me feel I can copy changes in pitch – high and low I know how some sounds are made	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Performing</b> I use my voice in different ways I sing songs and speak rhymes I follow instructions when I perform with others	<b>Composing</b> I can make sounds that are very different With help, I can make sounds with a small difference I can make and control long and short sounds using tuned and un-tuned instruments With help, I can make a sequence of long and short sounds I can clap short rhythms, making them longer with help	<b>Appraising</b> I listen carefully to a range of live and recorded music I recognise changes in tempo (speed) I can listen out for different types of sound I can imitate changes in pitch I know how some sounds are made and changed	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## Music End of Year Expected Standard

Subject	Year Group	Date	Class
Music	2		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	<p><b>Performing</b></p> <p>I sometimes use my voice in different ways I sometimes join in singing I am beginning to follow instructions when I perform</p> <p><b>Composing</b></p> <p>I am beginning to make sounds that are very different I can make sounds using voices and instruments I can make a long sound and a short sound I can clap short rhythms with help</p> <p><b>Appraising</b></p> <p>I recognise the difference between fast and slow I can listen to live and recorded music and say how it makes me feel I can copy changes in pitch – high and low I know how some sounds are made</p>	WTS
Most children will be able to:	EXS	<p><b>Performing</b></p> <p>I use my voice in different ways I sing songs and speak rhymes I follow instructions when I perform with others</p> <p><b>Composing</b></p> <p>I can make sounds that are very different With help, I can make sounds with a small difference I can make and control long and short sounds using tuned and un-tuned instruments With help, I can make a sequence of long and short sounds I can clap short rhythms, making them longer with help</p> <p><b>Appraising</b></p> <p>I listen carefully to a range of live and recorded music I recognise changes in tempo (speed) I can listen out for different types of sound I can imitate changes in pitch I know how some sounds are made and changed</p>	EXS
Some children will have progressed further. They will be able to:	GDS	<p><b>Performing</b></p> <p>I use my voice well in lots of ways I can perform on my own and with others I make and control long and short sounds, using voices and instruments</p> <p><b>Composing</b></p> <p>I can choose and order sounds for effect I can play a variety of sounds on musical instruments creating short melodic patterns I can play with a partner to create sequences and short rhythmic phrases I use changes in pitch to express an idea</p> <p><b>Appraising</b></p> <p>I listen carefully to a wide and varied range of live and recorded music I can identify pulse I recognise changes in timbre, pitch and dynamics I listen carefully and recall short rhythmic and melodic patterns</p>	GDS

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Music End of Year Expected Standard

<u>Subject</u>	<u>Year Group</u>	<u>Date</u>	<u>Class</u>
<b>Music</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Performing</b> I am beginning to sing in tune. With help I can maintain a simple part in a group. I can remember sounds and songs. I can perform with some control. I am becoming aware of what others are playing.	<b>Composing</b> I am beginning to sing simple melodies and songs independently. With help I can create a sound picture. I am beginning to recognise and create repeated patterns. I can help to make up singing games with words, actions and a sense of pulse. I am beginning to create simple accompaniments. I can choose sounds to create an effect.	<b>Appraising</b> I describe music saying what I like or dislike. I am beginning to listen with attention to detail. When listening I am beginning to talk about the music and its structure.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Performing</b> I sing in tune in a group or alone. I can hold a simple part within an ensemble. I have a good memory for sounds and songs. I can perform with control and expression, using my voice or an instrument. I am aware of what others are playing.	<b>Composing</b> I compose simple melodies and songs. I use sound to create given images. I recognise and create repeated patterns. I make up singing games with words and actions. I create simple accompaniments for my tunes. I recognise how musical elements are combined. I know how different sounds can fit together.	<b>Appraising</b> I describe music using suitable vocabulary. I listen carefully to a range of live and recorded music. When listening I can talk about the combined effect of layers of sound.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Performing</b> I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble	<b>Composing</b> I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I can create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.	<b>Appraising</b> I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

### Music End of Year Expected Standard

<u>Subject</u>	<u>Year Group</u>	Date	Class
<b>Music</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><b>Performing</b> I sing in tune in a group or alone. I hold a simple part within an ensemble. I have a good memory for sounds and songs. I perform with control and expression, using my voice or an instrument. I am aware of what others are playing.</p>	<p><b>Composing</b> I compose simple melodies and songs. I use sound to create given images. I recognise and create repeated patterns. I make up singing games with words and actions. I create simple accompaniments for my tunes. I know how musical elements are combined. I know how different sounds can fit together.</p> <p><b>Appraising</b> I describe music using suitable vocabulary. I listen carefully to a range of live and recorded music. When listening I can talk about the combined effect of layers of sound.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><b>Performing</b> I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble</p>	<p><b>Composing</b> I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.</p> <p><b>Appraising</b> I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><b>Performing</b> I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.</p>	<p><b>Composing</b> I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.</p> <p><b>Appraising</b> I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.</p>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

## Music End of Year Expected Standard

<u>Subject</u>	<u>Year Group</u>	<u>Date</u>	<u>Class</u>
<b>Music</b>	<b>5</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	<p><b>Performing</b> I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble</p> <p><b>Composing</b> I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.</p> <p><b>Appraising</b> I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</p>	WTS
Most children will be able to:	EXS	<p><b>Performing</b> I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.</p> <p><b>Composing</b> I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.</p> <p><b>Appraising</b> I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.</p>	EXS
Some children will have progressed further. They will be able to:	GDS	<p><b>Performing</b> I sing and/or play confidently on my own or in a group. I sing or play a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.</p> <p><b>Composing</b> I compose imaginatively using voices or instruments. I use ICT to compose melody and accompaniment. I select sounds and structures maturely to express ideas. I create complex patterns that fit the chosen structure. I confidently use musical devices including melody, rhythms, chords and structures. I take a lead in composition and I know how to provide guidance for others.</p> <p><b>Appraising</b> I know how lyrics relate to the music and have cultural and social meaning. I hear how harmonies, drones and melodic ostinati are used to accompany all types of music. I persevere to improve my work. I can identify complex cyclic patterns.</p>	GDS

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Music End of Year Expected Standard

Subject	Year Group	Date	Class
Music	6		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	<p><b>Performing</b> I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.</p> <p><b>Composing</b> I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.</p> <p><b>Appraising</b> I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.</p>		WTS
Most children will be able to:	EXS	<p><b>Performing</b> I sing and/or play confidently on my own or in a group. I sing or play a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.</p> <p><b>Composing</b> I compose imaginatively using voices or instruments. I use ICT to compose melody and accompaniment. I select sounds and structures maturely to express ideas. I create complex patterns that fit the chosen structure. I confidently use musical devices including melody, rhythms, chords and structures. I take a lead in composition and I know how to provide guidance for others.</p> <p><b>Appraising</b> I know how lyrics relate to the music and have cultural and social meaning. I hear how harmonies, drones and melodic ostinati are used to accompany all types of music. I persevere to improve my work. I can identify complex cyclic patterns.</p>		EXS
Some children will have progressed further. They will be able to:	GDS	<p><b>Performing</b> I am a confident performer. I can improvise my own harmony part. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.</p> <p><b>Composing</b> I can compose my own music for an ensemble to play or sing. I use ICT confidently to compose. I know how different styles of music need different sounds and structures. I can layer different patterns that fit into the structure I am using. I alter the musical devices used depending on the style I want to achieve. I can compose for a range of different performers.</p> <p><b>Appraising</b> I can write my own lyrics to suit the style of music being played. I can use drones and melodic ostinati to accompany song and instrumental music. I am resilient and will improve my work until I am happy with it. I can identify and use complex cyclic patterns.</p>		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>	WTS	EXS	GDS
Overall	No. of Chn		
Boys	No. of Chn		
Girls	No. of Chn		

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Art &amp; Design</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I am beginning to make drawings and paintings to show my ideas. I am beginning to use a sketchbook to explore ideas. I can use a range of materials in my work. I am beginning to make simple models to show my ideas. I can talk about what I think or feel about my own work and that of others.		WTS
Most children will be able to:	EXS	I can investigate and use a range of materials to show my ideas in both 2D and 3D. I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. I can say what I think and feel about my own and others' work, including artists, designers and craftspeople. I am beginning to suggest ways to improve my own work.		EXS
Some children will have progressed further. They will be able to:	GDS	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Art &amp; Design</b>	<b>2</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can investigate and use a range of materials to show my ideas. I can use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space. I can explore ideas about sculpture and use materials and processes to make models that show my ideas. I can say what I think and feel about my own and others' work, including artists, designers and craftspeople. I am beginning to suggest ways to improve my own work.		WTS
Most children will be able to:	EXS	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.		EXS
Some children will have progressed further. They will be able to:	GDS	I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook. I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose. I can use the properties of shape, form and texture of materials to create a 3D model. I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can adapt and improve my own work.		GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Art &amp; Design</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives		Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space. I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work. I am beginning to investigate shape, form and texture in materials to create a 3D model. I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople. I can sometimes adapt and improve my own work.	<b>WTS</b>	
Most children will be able to:	<b>EXS</b>	I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook. I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose. I can use the properties of shape, form and texture of materials to create a 3D model I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can adapt and improve my own work.	<b>EXS</b>	
Some children will have progressed further. They will be able to:	<b>GDS</b>	I can select visual and other information to help me to develop my ideas in my sketchbook. I can combine line, colour, shape, pattern, texture and shape for a specific given purpose. I can choose and experiment with materials and techniques to suit my intentions. I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions. I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople. I can adapt and improve my own work according to its purpose.	<b>GDS</b>	

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Art &amp; Design</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives		Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	I can explore ideas and collect information about different topics and use this to show my ideas in my sketchbook. I am beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific purpose. I can use the properties of shape, form and texture of materials to create a 3D model. I am beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can adapt and improve my own work.	<b>WTS</b>	
Most children will be able to:	<b>EXS</b>	I can select visual and other information to help me to develop my ideas in my sketchbook. I can combine line, colour, shape, pattern, texture and shape for a specific given purpose. I can choose and experiment with materials and techniques to suit my intentions. I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions. I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople. I can adapt and improve my own work according to its purpose.	<b>EXS</b>	
Some children will have progressed further. They will be able to:	<b>GDS</b>	I am beginning to use my sketchbooks to select relevant visual information and ideas for my work. I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space. I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D. I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople. I am beginning to modify my work to reflect my own view of its purpose and meaning.	<b>GDS</b>	

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Teacher to complete shaded areas of this table		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Art &amp; Design</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I can select visual and other information to help me to develop my ideas in my sketchbook. I can combine line, colour, shape, pattern, texture and shape for a specific given purpose. I can choose and experiment with materials and techniques to suit my intentions. I can use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions. I can compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople. I can adapt and improve my own work according to its purpose.		WTS
Most children will be able to:	EXS	I am beginning to use my sketchbooks to select relevant visual information and ideas for my work. I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space. I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D. I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople. I am beginning to modify my work to reflect my own view of its purpose and meaning.		EXS
Some children will have progressed further. They will be able to:	GDS	I can record and collect visual and other information in my sketchbook to develop my ideas. I can use qualities of line, tone, colour, shape and texture with different materials and processes. I can choose and combine materials, techniques, visual and tactile elements, to suit my intentions, applying my knowledge to 2D and 3D work. I am beginning to analyse and comment on the ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can modify and refine my work to reflect my own view of its meaning and purpose.		GDS

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<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Art End of Year Expected Standard

Subject	Year Group	Date	Class
Art & Design	6		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives	Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	WTS	I am beginning to use my sketchbooks to select relevant visual information and ideas for my work. I can experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space. I am beginning to make personal choices about the shape, size, background etc or format of my work and the materials and techniques I use in both 2D and 3D work. I compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople. I am beginning to modify my work to reflect my own view of its purpose and meaning.		WTS
Most children will be able to:	EXS	I can record and collect visual and other information in my sketchbook to develop my ideas. I can use qualities of line, tone, colour, shape and texture with different materials and processes. I can choose and combine materials, techniques, visual and tactile elements, to suit my intentions, applying my knowledge to 2D and 3D work. I am beginning to analyse and comment on the ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can modify and refine my work to reflect my own view of its meaning and purpose.		EXS
Some children will have progressed further. They will be able to:	GDS	I can use and apply ideas in my sketchbook to develop and refine art and design projects in 2D and 3D. I can manipulate materials and techniques, using visual and tactile qualities (line, colour, pattern, texture, shape, form and space), to communicate ideas and meanings. I can analyse and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople. I can modify, improve and refine my own work, relating the choice of methods and approaches to the purpose of the work.		GDS

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table		WTS	EXS	GDS
<b>Overall</b>	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

### Languages End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Languages</b>	<b>3</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Speaking &amp; Listening</b> I can listen to spoken language and join in by repeating a response given by the teacher. I join in with parts of songs and rhymes. I can ask and answer simple questions by repeating a given phrase.	<b>Reading</b> I am starting to read and understand some simple words.	<b>Writing</b> I can copy some simple words.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Speaking &amp; Listening</b> I can listen to spoken language and show some understanding by joining in. I can join in with songs and rhymes. I can ask and answer simple questions modelled by the teacher.	<b>Reading</b> I can read and understand some simple words and phrases. I can make simple links between English and another language.	<b>Writing</b> I can copy some simple words and phrases but I may make a few spelling mistakes. I am starting to understand feminine, masculine and plural forms.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Speaking &amp; Listening</b> I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.	<b>Reading</b> I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.	<b>Writing</b> I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Languages End of Year Expected Standard

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Languages</b>	<b>4</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<b>Speaking &amp; Listening</b> I can listen to spoken language and show some understanding by joining in. I can join in with songs and rhymes. I can ask and answer simple questions modelled by the teacher.	<b>Reading</b> I can read and understand some simple words and phrases. I can make simple links between English and another language.	<b>Writing</b> I can copy some simple words and phrases but I may make a few spelling mistakes. I am starting to understand feminine, masculine and plural forms.	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<b>Speaking &amp; Listening</b> I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.	<b>Reading</b> I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.	<b>Writing</b> I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.	<b>Reading</b> I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.	<b>Writing</b> I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

### Languages End of Year Expected Standard

Subject	Year Group	Date	Class
<b>Languages</b>	<b>5</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><b>Speaking &amp; Listening</b> I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.</p>	<p><b>Reading</b> I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.</p>	<p><b>Writing</b> I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.</p>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.</p>	<p><b>Reading</b> I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.</p>	<p><b>Writing</b> I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.</p>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary, phrases and basic language structures. I pronounce familiar words confidently to a range of audiences. I understand a wider range of stories, songs, poems and rhymes. I can engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.</p>	<p><b>Reading</b> I am developing my ability to understand some new words that are introduced into familiar written material and can use a dictionary independently. I am beginning to understand some similarities and differences between high frequency verb forms in English and another language.</p>	<p><b>Writing</b> I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly. I can use the basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and use them in a given model.</p>	<b>GDS</b>

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

**Languages End of Year Expected Standard**

<b>Subject</b>	<b>Year Group</b>	Date	Class
<b>Languages</b>	<b>6</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	<b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.	<b>Reading</b> I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.	<b>Writing</b> I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.	WTS
Most children will be able to:	EXS	<b>Speaking &amp; Listening</b> I can speak in sentences using familiar vocabulary, phrases and basic language structures. I pronounce familiar words confidently to a range of audiences. I understand a wider range of stories, songs, poems and rhymes. I can engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.	<b>Reading</b> I am developing my ability to understand some new words that are introduced into familiar written material. I can use a dictionary independently. I am beginning to understand some similarities and differences between high frequency verb forms in English and another language.	<b>Writing</b> I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly. I can use the basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and use them in a given model.	EXS
Some children will have progressed further. They will be able to:	GDS	<b>Speaking &amp; Listening</b> I can speak in sentences using a broad range of vocabulary and basic language structures. I pronounce most words correctly and with accurate intonation. I can perform stories, songs, poems and rhymes to a range of audiences with confidence. I can engage in a longer conversation with a partner, experimenting with new vocabulary and ideas.	<b>Reading</b> I am developing my ability to understand a wider range of new words that are introduced into familiar written material. I can explain some similarities and differences between high frequency verb forms in English and another language.	<b>Writing</b> I can write phrases from memory and adapt these to create new sentences, to express my ideas clearly. I can apply my knowledge of basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and adapt these within a given model.	GDS

*It will help if teachers write girls and boys names in different colours (and put a key)*

<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## RE and SMSC End of Year Expected Standard

Subject	Key Stage	Date	Class
<b>R.E. and SMSC</b>	<b>1</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives – RE		Teacher to write pupils' Initials	
	Learning about religion <i>Knowledge and understanding of beliefs and teachings, practices and lifestyles, expression and language.</i>	Learning from religion <i>Response, evaluation and application of questions of identity and experience, meaning and purpose, values and commitment</i>		
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><b>I can recount stories and recognise features.</b></p> <ul style="list-style-type: none"> <li>I can recount outlines of some religious stories.</li> <li>I can recognise some features of religious life and practice.</li> <li>I can recognise some religious symbols and words.</li> </ul>	<p><b>I can identify aspects of a particular religion.</b></p> <ul style="list-style-type: none"> <li>I can identify aspects of my own experiences and feelings in the religious materials studied.</li> <li>I can identify things that I find puzzling or interesting in the religious materials studied.</li> <li>I can identify what is of value or concern to me, in the religious materials studied.</li> </ul>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<p><b>I can identify and know that some things are a characteristic of more than one religion.</b></p> <ul style="list-style-type: none"> <li>I can retell religious stories and identify some religious beliefs and teachings.</li> <li>I can identify some religious practices and know that some are characteristic of more than one religion.</li> <li>I can suggest meanings in religious symbols, language and stories.</li> </ul>	<p><b>I can respond sensitively to people's views and opinions.</b></p> <ul style="list-style-type: none"> <li>I can respond sensitively to the experiences and feelings of others, including those with a faith.</li> <li>I can realise that some 'I wonder' questions are difficult to answer.</li> <li>I can respond sensitively to the values and concerns of others, including those with a faith, in relation to what is right and wrong.</li> </ul>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS (L5)</b>	<p><b>I can describe aspects of a religion; making links with language and expression.</b></p> <ul style="list-style-type: none"> <li>I can describe the importance of some religious beliefs and the teachings of religious studies.</li> <li>I can describe how some features of religions are used or exemplified in festivals and practices.</li> <li>I can make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</li> </ul>	<p><b>I can compare my own and other people's experiences and ideas.</b></p> <ul style="list-style-type: none"> <li>I can compare aspects of my own experiences with those of others, identifying the effect on people's lives.</li> <li>I can compare my own and other people's ideas about questions that are difficult to answer.</li> <li>I can make links between values and commitments including religious ones and my own attitudes or behaviours.</li> </ul>	<b>GDS</b>

It will help if teachers write girls and boys names in different colours (and put a key)

Teacher to complete shaded areas of this table	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>		
Boys	<b>No. of Chn</b>		
Girls	<b>No. of Chn</b>		

### RE and SMSC End of Year Expected Standard

<u>Subject</u>	<u>Key Stage</u>	Date	Class
<b>R.E. and SMSC</b>	<b>1</b>		

*Teacher to complete GREY SHADED AREAS and hand to Subject Leader*

Expectations		<b>Key Learning Objectives – SMSC</b> <b>Spiritual, moral, social and cultural development</b>	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<ul style="list-style-type: none"> <li>I can respond to the natural and man- made world with awe and wonder.</li> <li>I can look at the examples set by characters in religious stories.</li> </ul>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<ul style="list-style-type: none"> <li>I can consider my own beliefs and values.</li> <li>I can represent my work in suggested artistic forms.</li> <li>I can explore moral codes and key themes in religious stories e.g. good and bad.</li> <li>I can learn from religious communities.</li> <li>I can explore different events, ceremonies and festivals.</li> <li>I can recognise Britain as a multi-cultural society.</li> </ul>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<ul style="list-style-type: none"> <li>I can respond to religious stories which show a variety of relationships.</li> <li>I can recognise how people's beliefs and cultural traditions affect the way they live their lives.</li> </ul>	<b>GDS</b>

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<i>Teacher to complete shaded areas of this table</i>		<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Overall</b>	<b>No. of Chn</b>			
Boys	<b>No. of Chn</b>			
Girls	<b>No. of Chn</b>			

## RE and SMSC End of Year Expected Standard

Subject	Key Stage	Date	Class
<b>R.E. and SMSC</b>	<b>2</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives – RE			Teacher to write pupils' Initials
	Learning about religion <i>Knowledge and understanding of beliefs and teachings, practices and lifestyles, expression and language.</i>	Learning from religion <i>Response, evaluation and application of questions of identity and experience, meaning and purpose, values and commitment</i>		
Some children will not have made so much progress. They will be able to:	<b>WTS</b>	<p><b>I can identify/ know some things are characteristic of more than one religion; suggesting meaning.</b></p> <ul style="list-style-type: none"> <li>I can retell religious stories and identify some religious beliefs and teachings.</li> <li>I can identify some religious practices, and know that some are characteristic of more than one religion.</li> <li>I can suggest meanings in religious symbols, language and stories.</li> </ul> <p><b>I can describe aspects of a particular religion; making links with language and expression.</b></p> <ul style="list-style-type: none"> <li>I can describe some religious beliefs and teachings of specific religions.</li> <li>I can describe the importance of beliefs to the followers of a specific religion.</li> <li>I can describe how some features of religions studied are used or exemplified in festivals and practices.</li> <li>I can make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</li> </ul>	<p><b>I can respond sensitively to people's views and opinions.</b></p> <ul style="list-style-type: none"> <li>I can respond sensitively to the experiences and feelings of others, including those with a faith.</li> <li>I realise that some questions that cause people to wonder are difficult to answer.</li> <li>I respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</li> </ul> <p><b>I can compare my own and other people's experiences and ideas.</b></p> <ul style="list-style-type: none"> <li>I can compare my own experiences and those of others, identifying what influences people's lives.</li> <li>I can compare my own and other people's ideas about questions that are difficult to answer.</li> <li>I can make links between values and commitments, including religious ones and my own attitudes or behaviour.</li> </ul>	<b>WTS</b>
Most children will be able to:	<b>EXS</b>	<ul style="list-style-type: none"> <li><b>I can describe and compare key aspects of stories and give meanings in different forms.</b></li> <li>I can describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions.</li> <li>I can make some comparisons between religions.</li> <li>I understand the concept of belonging to religions and what that involves.</li> <li>I show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms.</li> <li>I can explain the meanings of some symbols, stories and language.</li> </ul>	<p><b>I can ask questions and suggest answers in light of the teachings of different religions.</b></p> <ul style="list-style-type: none"> <li>I can ask questions about the significant experiences of key figures from religions studied and suggest answers from my own and others' experiences.</li> <li>I can ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<b>EXS</b>
Some children will have progressed further. They will be able to:	<b>GDS</b>	<p><b>Explaining the difference that beliefs, teachings and features make to individuals.</b></p> <ul style="list-style-type: none"> <li>I can explain how some beliefs and teachings are shared by different religions.</li> <li>I can explain how the belief system of a religion makes a difference to the lives of individuals and communities.</li> <li>I can explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</li> <li>I can explain how some forms of religious expression are used differently by individuals and communities.</li> </ul>	<p><b>I can make an informed response to important questions in light of the learning undertaken.</b></p> <ul style="list-style-type: none"> <li>I can make informed responses to questions of identity and experience in light of what I have learned.</li> <li>I can make informed responses to questions of meaning and purpose in light of what I have learned.</li> <li>I can make informed responses to people's values and commitments (including religious ones) in light of what I have learned.</li> </ul>	<b>GDS</b>

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<b>Overall</b>	<b>No. of Chn</b>			
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## RE and SMSC End of Year Expected Standard

Subject	Key Stage	Date	Class
<b>R.E. and SMSC</b>	<b>2</b>		

Teacher to complete GREY SHADED AREAS and hand to Subject

Expectations		Key Learning Objectives – SMSC Spiritual, moral, social and cultural development	Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	WTS	<ul style="list-style-type: none"> <li>I am becoming familiar with what 'spiritual' means in the religions I study.</li> <li>I can respond to the natural and man - made world with awe and wonder, and show care and respect for my surroundings.</li> <li>I can reflect on the examples set by religious stories and identify how they are relevant to my own life and experiences.</li> <li>I can analyse the moral teaching of founders and leaders, highlight examples of this in daily life and suggest ways I can act on these teachings myself.</li> </ul>	WTS
Most children will be able to:	EXS	<ul style="list-style-type: none"> <li>I can articulate and reflect on my own beliefs and values.</li> <li>I can choose ways to express my beliefs though various artistic forms.</li> <li>I can ask and consider answers to the ultimate questions in life.</li> <li>I can explain the importance of moral codes and key themes in religious stories e.g. confronting evil.</li> <li>I can describe some of the ways in which Britain is a multi-faith, multi-cultural society.</li> <li>I can explore and respect religious traditions and festivals in a range of communities.</li> </ul>	EXS
Some children will have progressed further. They will be able to:	GDS	<ul style="list-style-type: none"> <li>I understand that there may be more than one side to a moral argument.</li> <li>I understand how different moral codes enable religious communities to work together.</li> <li>I can discuss how people's beliefs and cultural traditions affect the way they live their lives and their attitudes towards social and environmental issues.</li> </ul>	GDS

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