



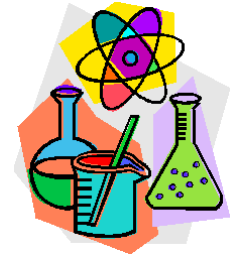
Edgewood Primary School



Skills & Knowledge Progression within the Curriculum



Science



Year 1-2 Scientist

| Working scientifically | Biology | Chemistry | Physics |
|--|---|---|---|
| <p>Ask simple scientific questions.</p> <p>Use simple equipment to make observations.</p> <p>Carry out simple tests.</p> <p>Identify and classify things</p> <p>Explain to others what I have found out.</p> <p>Use simple data to answer questions.</p> | <p><u>Plants</u></p> <p>Know and name a variety of common, wild and garden plants.</p> <p>Know and name the petals, stem, leaves and root of a plant.</p> <p>Know and name the roots, trunk, branches and leaves of a tree.</p> <p>Know how seeds and bulbs grow into plants</p> <p>Know what plants need in order to grow and stay healthy.</p> <p><u>Animals including humans</u></p> <p>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Classify and know animals by what they eat (carnivores, herbivore and omnivore)</p> <p>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and animals)</p> <p>Know how to sort living and non-living things.</p> <p>Know how to name the parts of a human body that I can see.</p> <p>Know how to link the correct part of the human body to each sense.</p> <p>Know the basic stages in a life cycle for animals, including humans</p> <p>Know what animals and humans need to survive.</p> <p>Know why exercise, a balanced diet and good hygiene are important for humans.</p> <p><u>Living things and their habitats</u></p> <p>Identify things that are living, dead and never lived.</p> <p>Know how a specific habitat provides the basic needs of living there (plants and animals)</p> <p>Identify and name plants and animals in a range of habitats</p> <p>Match living things to their habitat</p> <p>Understand how animals find their food.</p> <p>Name some different sources of food for animals.</p> <p>Know and explain a simple food chain.</p> | <p><u>Everyday materials</u></p> <p>Distinguish between an object and the material it is made from.</p> <p>Know the material that an object is made from.</p> <p>Know the difference between wood, plastic, glass, metal, water and rock.</p> <p>Know about the properties of everyday materials.</p> <p>Group objects based on the materials they are made from.</p> <p>Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>Know why a material might or might not be used for a specific job.</p> <p>Materials can be changed by squashing, bending, twisting and stretching.</p> | <p><u>Seasonal changes</u></p> <p>Observe and know about the changes in the seasons.</p> <p>Name the seasons and know about the type of weather in each season.</p> |



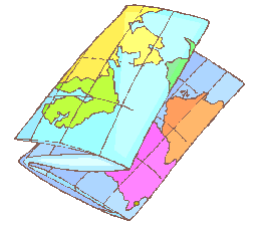
| Working scientifically | Biology | Chemistry | Physics |
|--|--|---|---|
| <p>Ask relevant scientific questions. Know how to use observations and knowledge to answer scientific questions.</p> <p>Know how to set up a simple enquiry to explore a scientific question.</p> <p>Know how to set up a fair test to compare two things</p> <p>Know how to set up a fair test and explain why it is fair.</p> <p>Make careful and accurate observations, including the use of standard units.</p> <p>Know how to use equipment, including thermometers and data loggers to make measurements.</p> <p>Gather, record, classify and present data in different ways to answer scientific questions</p> <p>Know how to use diagrams, keys, bar charts and tables; using scientific language.</p> <p>Know how to use findings to report in different ways, including oral and written explanations, presentations.</p> <p>Know how to draw conclusions and suggest improvements.</p> <p>Know how to make a prediction with a reason.</p> <p>Know how to identify differences, similarities and changes related to an enquiry.</p> | <p><u>Plants</u> Know the function of different parts of flowering plants. Know what different plants need to help them survive. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers</p> <p><u>Animals including humans</u> Know about the importance of a nutritious balanced diet. Know how nutrients, water and oxygen are transported within animals and humans. Know about the muscular system of a human Know about the purpose of the skeleton in humans and animals. Identify and name parts of the human digestive system Know the functions of the organs in the human digestive system. Identify and know the different types of teeth in humans. Know the function of different human teeth. Use food chains to identify producers, predators and prey. Construct food chains to identify producers, predators and prey.</p> <p><u>Living things and their habitats</u> Group living things in different ways Use classification keys to group, identify and name living things. Create classification keys to group, identify and name living things (for others to use). Know how changes to an environment could endanger living things.</p> | <p><u>Rocks</u> Compare and group rocks based on their appearance and physical properties, giving a reason. Know how fossils are formed. Know how soil is made Know about and explain the difference between sedimentary, metamorphic and igneous rocks.</p> <p><u>States of matter</u> Group materials based on their state of matter (solid, liquid, gas) Know how some materials can change state. Explore how materials change state. Measure the temperature at which materials change state. Know about the water cycle. Know the part played by evaporation and condensation in the water cycle.</p> | <p><u>Light</u> Know what dark is Know that light is needed in order to see. Know that light is reflected from a surface. Know and demonstrate how a shadow is formed. Explore shadow size and explain the changes. Know the danger of direct sunlight and describe how to keep protected.</p> <p><u>Forces and magnets</u> Know about and describe how objects move on different surfaces. Know how some forces require contact and some do not, giving examples. Know about and explain how objects attract and repel in relation to objects and other magnets. Predict whether objects will be magnetic and carry out an enquiry to test this out. Know how magnets work Predict whether magnets will attract or repel giving a reason.</p> <p><u>Sound</u> Know how sound is made Know how sound travels from a source to our ears. Know how sounds are made, associating some of them with vibrating. Know the correlation between pitch and the object producing a sound. Know the correlation between the volume of a sound and the strength of the vibration that produced it. Know what happens to a sound as it travels from its source.</p> <p><u>Electricity</u> Identify and name appliances that require electricity to function. Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Know how to draw a circuit diagram. Predict and test whether a lamp will light within a circuit. Know the difference between a conductor and an insulator; giving examples of each.</p> |



| Working scientifically | Biology | Chemistry | Physics |
|--|---|--|---|
| <p>Know how to plan different types of scientific enquiry.</p> <p>Know how to control variables in an enquiry.</p> <p>Measure accurately and precisely using a range of equipment.</p> <p>Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use the outcomes to test results to make predictions and set up further comparative and fair tests.</p> <p>Report findings from enquiries in a range of ways.</p> <p>Know how to explain a conclusion from an enquiry.</p> <p>Explain causal relationships in an enquiry.</p> <p>Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Read, spell and pronounce scientific vocabulary accurately</p> | <p><u>Living things and their habitats</u></p> <p>Know the life cycle of different living things, e.g. mammals, amphibian, insect, bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p> <p>Know the life cycle of different living things, e.g. mammals, amphibian, insect, bird.</p> <p>Know that living things have changed over time.</p> <p>Identify how animals and plants are adapted to suit their environment.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how living things are classified into broad groups based on similarities and differences.</p> <p><u>Animals including humans</u></p> <p>Create a timeline to indicate stages of growth in humans.</p> <p>Describe the changes as humans develop to old age.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Describe ways in which nutrients and water are transported within animals including humans.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> | <p><u>Properties and changes of materials</u></p> <p>Compare and group materials based on the properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets).</p> <p>Know how a material dissolves to form a solution; explaining the process of dissolving.</p> <p>Know and show how to recover a substance from a solution.</p> <p>Know how some materials can be separated.</p> <p>Demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)</p> <p>Know and can demonstrate that some changes are reversible and some are not.</p> <p>Know how some changes result in the formation of a new material and that this is usually irreversible.</p> <p>Know about reversible and irreversible changes.</p> <p>Give evidenced reasons why materials should be used for specific purpose.</p> | <p><u>Earth and space</u></p> <p>Know about and explain the movement of the earth and other planets relative to the sun.</p> <p>Know about and explain the movement of Moon relative to the Earth.</p> <p>Know and demonstrate how night and day are created.</p> <p>Describe the Sun, Earth and Moon (using the term spherical)</p> <p><u>Forces</u></p> <p>Know what gravity is and its impact on our lives.</p> <p>Identify and know the effect of air resistance.</p> <p>Identify and know the effect of water resistance.</p> <p>Identify and know the effect of friction.</p> <p>Explain how levers, pulleys and gears allow a small force to have a greater effect.</p> <p><u>Electricity</u></p> <p>Use recognised symbols when representing a simple circuit diagram.</p> <p>Know that the brightness of a lamp or volume of a buzzer relates to the number and voltage of cells used in a circuit.</p> <p>Compare and give reasons for variations in how components function.</p> <p><u>Light and Shadows</u></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Know that we see things because light travels from light sources to our eyes or objects reflect light to the eye.</p> <p>Explain why shadows have the same shape as the objects that cast them.</p> |



Geography



| A year 1-2 geographer | A year 3-4 geographer |
|---|--|
| <p>Know the names of the four countries in the United Kingdom and locate them on a map.</p> <p>Keep a weather chart and answer questions about the weather.</p> <p>Know about some of the main things that are in hot and cold places.</p> <p>Know which clothes they would wear in hot and cold places.</p> <p>Know how the weather changes throughout the year and name the seasons.</p> <p>Point to the equator, North and South Pole on an atlas and globe.</p> <p>Know about some of the features of an island.</p> <p>Know where they live and their address.</p> <p>Know the four main directions on a compass are North, East, South and West.</p> <p>Name the continents of the world and locate them on a map.</p> <p>Name and locate the world's oceans and locate them on a map.</p> <p>Name the capital cities of England, Wales, Scotland and Northern Island.</p> <p>Describe a place outside Europe using Geographical words.</p> <p>Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.</p> <p>Know about the facilities that a village, town and city may need and give reasons.</p> <p>Use the directional vocabulary: near; far; left; right to explain where a location is.</p> | <p>Know the name of a number of countries in the northern hemisphere.</p> <p>Know the capital city of at least six European countries.</p> <p>Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.</p> <p>Know whether a country is located in the Southern or Northern hemisphere.</p> <p>Know why people may be attracted to live in cities.</p> <p>Know why people may choose to live in one place rather than another.</p> <p>Know about, locate and name some of the world's most famous volcanoes.</p> <p>Know about and describe the key aspects of earthquakes</p> <p>Know about and describe the key aspects of volcanoes</p> <p>Know how to plan a journey from their own town/city to another place in England.</p> <p>Know how to find at least six cities in the UK on a map.</p> <p>Research to discover features of villages, towns and cities and appreciate the differences.</p> <p>Know about, name and locate some of the main islands that surround the United Kingdom.</p> <p>Know areas of origin of the main ethnic groups in the United Kingdom and our school.</p> <p>Know the difference between the British Isles, Great Britain and the united kingdom.</p> |



Geography



A year 5-6 geographer

Know, name and locate the capital cities of neighbouring European countries.

Know the countries that make up the European Union.

Know about, name and locate many of the world's most famous mountainous regions.

Know why most cities are situated by rivers.

Know about the course of a river.

Name and locate many of the world's most famous rivers.

Know why ports are important and the role they play in distributing goods around the world.

Know how to use an atlas by using the index to find places.

Know how to use some basic Ordnance Survey map symbols.

Know how to use Ordnance Survey symbols and six-figure grid references.

Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)

Know why some places are similar and dissimilar in relation to their human and physical features.

Know how time zones work and calculate time differences around the world.

Name the largest desert in the world and locate desert regions in an atlas.



History



| A year 1-2 Historian | A year 3-4 Historian |
|--|---|
| <p>Know about many of the changes that have happened since they were born.</p> <p>Know how to ask and answer questions about old and new objects.</p> <p>Use words and phrases like: old, new and a long time ago.</p> <p>Spot old and new things in a picture.</p> <p>Use words and phrases like before, after, past, present, then and now.</p> <p>Give examples of things that were different when their grandparents were children.</p> <p>Know about someone who was born or lived near Hucknall.</p> <p>Know what a monument to a famous person or event in the town centre.</p> <p>Know some people have helped us to have better lives.</p> <p>Recount the life of someone famous from Britain who lived in the past. Know about what they did to make the world a better place.</p> <p>Know about the life of a famous person from the past as they know how to research.</p> <p>Know how to use books and the internet to find out more about the past.</p> <p>Know how to find out things about the past by talking to an older person.</p> <p>Know about how things were different when their grandparents were children.</p> <p>Know what certain objects from the past might have been used for.</p> | <p>Know about how stone age people hunted for their food and what they ate.</p> <p>Know about many of the differences between the stone, bronze and iron ages.</p> <p>Know what people learnt from stone age painting</p> <p>Able to describe what a typical day would have been like for a stone age man, woman or child.</p> <p>Know about some the things the Egyptians gave the world.</p> <p>Know that Egyptian Gods were an important part of Egyptian culture</p> <p>Know how to locate Egypt on a map.</p> <p>Know about at least three things the Romans did for our country.</p> <p>Know why the Romans needed to build forts in this country</p> <p>Know that Rome was a very important place and many decisions were made there.</p> <p>Know about the lives of a famous Roman linked to the invasion and a famous Britain who fought against the invasion.</p> <p>Research to find answers to specific historical questions about Hucknall and the mining industry.</p> <p>Use research to find out about children working in coal mines in the Midlands of Britain in the Victorian period.</p> |



History



A year 5-6 Historian

Describe events from the past using dates when things happened.

Know how an event or things from events from the past has shaped our life today.

Draw a timeline with different historical periods showing key historical events or lives of significant people.

Know how the lives of wealthy people were different from the lives of poorer people.

Know about and can talk about the struggle between the Athenians and the Spartans.

Know about some the things the Greeks gave the world.

Know that the Greeks were responsible for the birth of the Olympics

Know that Greek Gods were an important part of Greek culture

Know how to locate Greece on a map.

Know how to use a timeline to show when the Viking raid started.

Know why the Vikings often overpowered the Anglo-Saxons.

Show on a map where the Vikings came from and where they invaded our country.

Know that many Vikings came from our county as peaceful farmers. Know where the Anglo-Saxons came from.

Know at least two famous Anglo- Saxons.

Use a time line to show when the Anglo - Saxons were in England.

Know the link between Anglo-Saxons and Christianity.

Know that many Anglo-Saxons were farmers.

Know that the Anglo-Saxon gave us many of the words we use today.

Know how crime and punishment has changed over a period of time.

Research in order to find similarities and differences between two or more periods in history.

Know how to place features of historical events and people from the past societies and periods in a chronological framework.

Know about the main events from a period of history, explaining the order of the events and what happened.

Know that many of the early civilization gave much to the world.

Know how Britain has had a major influence on the world.

Know how locality today has been shaped by what has happened in the past.

Know how historic items and artefacts have been used to help build up a picture of life in the past.

Know about the impact that one of these periods of history had on the world.



ART



| A year 1-2 artist | A year 3-4 artist |
|--|---|
| <p>Know how to create moods in art work.</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p> <p>Name the primary and secondary colours</p> <p>Know how to create a repeating pattern in print.</p> <p>Know how to cut, roll and coil materials.</p> <p>Describe what they can see and give an opinion about the work of an artist.</p> <p>Can ask questions about a piece of art.</p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Know how to use charcoal, pencil and pastel to create art.</p> <p>know how to mix paint to create all the secondary colours.</p> <p>Know how to create tints with paint by adding white.</p> <p>Know how to create tones with paint by adding black.</p> <p>Suggest how artists have used colour pattern and shape.</p> <p>Create a piece of art in response to the work of another artist.</p> | <p>Know how to use sketches to produce a final piece if art.</p> <p>Know how to use different grades of pencil to shade and show different tones and textures.</p> <p>Know how to create a background using a wash.</p> <p>Know how to use a range of brushes to create different effects in painting.</p> <p>Know how to identify the techniques used by different artists.</p> <p>Know how to use digital images and combine with other media in their art.</p> <p>Know how to use IT to create art which includes their own work and work of others.</p> <p>Know how to compare the work of different artists.</p> <p>Recognise when art is from different cultures</p> <p>Recognise when art is from different historical periods.</p> <p>Know how to use marks and lines to show texture in my art.</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement.</p> <p>Know how to show reflections in my art.</p> <p>Know how to print onto different materials using at least four colours.</p> <p>Know how to sculpt clay and other mouldable materials.</p> <p>Know how to integrate my digital images into my art.</p> <p>Experiment with the styles used by other artists.</p> <p>Explain some of the features of art from historical periods.</p> |



ART



A year 5-6 artist

Know how to show facial expressions in my art.

Identify and draw objects and use marks and lines to produce texture.

Know how to successfully use shading to create mood and feeling.

Know how to organise line, tone, shape and colour to represent figures and forms in movement.

Know how to use shading to create mood and feeling.

Know how to express emotion in their art.

Know how to create an accurate print design following criteria.

Know how to use images which I have created, scanned and found; altering them where necessary to create art.

Know how to show facial expressions and body language in sketches and paintings.

Explain why they have used different tools to create art.

Explain why they have chosen specific techniques to create their art.

Explain the style of my work and how it has been influenced by famous artist.

Know how to overprint to create different patterns.

Know how to use feedback to make amendments and improvements in their art.

Know how to use and range of e-resources to create art.



Music



| A year 1-2 Musician | A year 3-4 Musician |
|--|---|
| <p>Know how to use my voice to speak, sing and chant.</p> <p>Know to use an instrument to perform.</p> <p>Know how to clap short rhythmic patterns.</p> <p>Know how to make different sounds with my voice and with instruments.</p> <p>Know how to make a sequence of sound.</p> <p>Know how to respond to different moods in music.</p> <p>Know how to say whether they like or dislike a piece of music.</p> <p>Know how to choose sounds to represent different things.</p> <p>Know how to follow instructions about when to play and sing.</p> <p>Know how to sing and follow a melody.</p> <p>Know how to preform simple patterns and accompaniments and keep a steady pulse.</p> <p>Know how to play simple rhythmic patterns on an instrument.</p> <p>Know how to sing and clap increasing and decreasing tempo.</p> <p>Know how to order sounds to create a beginning, middle and an end.</p> <p>Know how to create music in response to different starting points.</p> <p>Know how to choose sounds which create an effect.</p> <p>Know how to use symbols to represent sounds.</p> <p>Know how to make connections between notations and musical sounds.</p> <p>Know how to listen out for particular things when listening to music.</p> <p>Know how to improve my own work.</p> | <p>Know how to sing a tune with expression.</p> <p>Know how to play clear notes on instruments.</p> <p>Know how to use different elements in my composition.</p> <p>Know how to create repeated patterns with different instruments.</p> <p>Know how to compose melodies and songs.</p> <p>Know how to create accompaniments for tunes.</p> <p>Know how to combine different sounds to create a specific mood or feeling</p> <p>Know how to use musical words to describe a piece of music and compositions.</p> <p>Know how to use musical words to describe what they like and what they don't like about a piece of music.</p> <p>Know how to recognise the work of at least one famous composer.</p> <p>Know how to improve my work; explaining how it has been improved.</p> <p>Know how to perform a simple part rhythmically.</p> <p>Know how to sing songs from memory with accurate pitch.</p> <p>Know how to improvise using repeated patterns.</p> <p>Know how to use notation to record compositions in a small group or on my own.</p> <p>Know how to explain why silence us often needed in music and explain what effect it has.</p> <p>Know how to identify the character in a piece of music.</p> <p>Know how to identify and describe the different purpose of music.</p> <p>Know how to begin to identify the style of work of Reggae and a classical composer</p> |



Music



A year 5-6 Musician

Know how to maintain my part whilst others are performing their part.

Know how to improvise within a group using melodic and rhythmic phrases.

Know how to change sounds or organise them differently to change the effect.

Know how to compose music which meets specific criteria.

Know how to analyse features within different pieces of music.

Know how to describe, compare and evaluate music using musical vocabulary.

Know how to explain why I think music is successful or unsuccessful.

Know how to suggest improvement to my own work and that of others.

Know how to contrast the work of a famous composer with another, and explain my preferences.

Know how to sing in harmony confidently and accurately.

Know how to perform part from memory

Know how to take the lead in a performance.

Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)

Know how to evaluate how the venues, occasions and purpose affects the way a piece of music is created.



Design Technology



| A year 1-2 designer | A year 3-4 designer |
|---|---|
| <p>Use own ideas to make something.</p> <p>Describe how something works</p> <p>Cut food safely</p> <p>Make a product which moves.</p> <p>Make a model stronger.</p> <p>Explain to someone else how I want to make my product.</p> <p>Choose appropriate resources and tools.</p> <p>Make a simple plan before making</p> <p>Think of an idea and plan what to do next.</p> <p>Choose tools and materials and explain why I have chosen them.</p> <p>I join materials and components in different ways.</p> <p>Explain what went well with my work.</p> <p>Explain why I have chosen specific textiles.</p> <p>Measure materials to use in a model or structure,</p> <p>Describe the ingredients I am using.</p> | <p>Prove that my design meets some set criteria.</p> <p>Follow a step-by-step plan, choosing the right equipment and materials.</p> <p>Design a product and make sure it looks attractive.</p> <p>Choose a material for both its suitability and its appearance.</p> <p>Select the most appropriate tools and techniques for a given task.</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes.</p> <p>Describe how food ingredients come together.</p> <p>Use ideas from other people when designing</p> <p>Produce a plan and explain it</p> <p>Evaluate and suggest improvements for my designs.</p> <p>Evaluate products for both their purpose and appearance.</p> <p>Explain how original designs have been improved.</p> <p>Present a product in an interesting way.</p> <p>Measure accurately.</p> <p>Preserve and adapt my work when original ideas do not work.</p> <p>Know how to be hygienic and safe when using food.</p> |



Design Technology



A year 5-6 designer

Come up with a range of ideas after collecting information from different sources.

Produce a step-by-step plan.

Suggest alternative plans; outlining the positive features and draw backs.

Explain how a product will appeal to a specific audience.

Evaluate appearance and function against original criteria.

Use a range of tools and equipment competently.

Make a prototype before making a final version.

Show that they can be hygienic and safe in the kitchen.

Use market research to inform plans and ideas.

Follow and refine plans.

Justify plans in a convincing way.

Show that I consider culture and society in my plans and designs.

Test and evaluate their products.

Explain how products should be stored and give reasons.

Work within a budget.

Evaluate their product against clear criteria.



P.E



A year 1-2 Sports Person

Games

Throw underarm

Hit a ball with a bat

Move and stop safely

Throw and catch with both hands

Throw and kick in different ways

Use hitting, kicking and/or rolling in a game.

Decide the best space to be in during a game.

Use a tactic in a game.

Follow rules.

Gymnastics

Make their body curled, tense, stretched and relaxed.

Control their body when travelling and balancing.

Copy a sequence and repeat them.

Roll, curl, travel and balance in different ways.

Plan and perform a sequence of movements

Improve my sequence based on feedback.

Think of more than one way to create a sequence which follows some 'rules'.

Work on my own and with a partner.

Dance

Move to music

Copy dance moves

Perform own dance moves

Make up a short dance

Move safely in a space

Change rhythm, speed, level and direction in my dance.

Dance with control and coordination

Make a sequence by linking sections together

Use dance to show a mood of feeling

General

Copy actions

Repeat actions and skills

Move with control and care

Use equipment safely

Copy and remember actions

Talk about what is different from what I did and what someone else did.



P.E



A year 3-4 Sports Person

Games

Throw and catch with control

Aware of space and use it to support team-mates and to cause problems for the opposition

Know and use rules fairly

Catch with one hand

Throw and catch accurately

Hit a ball accurately with control

Keep possession of the ball

Vary tactics and adapt skills depending on what is happening in a game.

Gymnastics

Adapt sequence to suit different types of apparatus and criteria.

Explain how strength and suppleness affect performance.

Compare and contrast gymnastic sequences.

Work in a controlled way

Include change of speed and direction

Include a range of shapes

Work with a partner to create, repeat and improve a sequence with at least three phrases.

Dance

Improve feely and translate ideas from a stimulus into movement.

Share and create phrases with a partner and a small group.

Repeat, remember and perform phrases.

Take the lead when working with a partner or group.

Use dance to communicate an idea

Athletics

Run at fast medium and slow speeds; changing speed and direction.

Take part in a relay, remembering when to run and what to do.

Run over a long distance

Sprint over a short distance

Throw in different ways

Hit a target

Jump in different ways

Outdoor and adventurous

Follow a map in a familiar context

Use clues to follow a route

Follow a route safely

Follow a route within a time limit.



P.E



A year 5- 6 Sports Person

Games

- Gain possession by working as a team.
- Pass in different ways.
- Use forehand and backhand with a racket.
- Can field.
- Choose a tactic for defending and attacking.
- Use a number of techniques to pass, dribble and shoot.
- Play to agreed rules
- Explain rules to others
- Can umpire
- Make a team and communicate a plan
- Lead others in a game situation

Gymnastics

- Make complex extended sequences
- Combine action, balance and shape.
- Perform consistently to different audiences.
- Combine my own work with that of others
- Perform sequences to specific timings

Dance

- Compose own dances in a creative way.
- Perform to an accompaniment
- Dance shows clarity, fluency, accuracy and consistency.
- Develop sequences in a specific style
- Choose my own music and style

Athletics

- Controlled when taking off and landing.
- Throw with accuracy.
- Combine running and jumping
- Demonstrate stamina

Outdoor and adventurous

- Follow a map into an unknown location.
- Use clues and a compass to navigate a route.
- Change my route to overcome a problem.
- Use new information to change my route.
- Plan a route and a series of clues for someone else.
- Plan with others, taking account of safety and danger.



Spanish



A year 3-4 Spanish speaker

Spoken language

Name and describe people

Name and describe a place

Name and describe an object

Hold a short conversation saying 3-4 things

Gave a response using a short phrase

Start to speak in sentences

Reading

Read and understand a short passage using familiar language.

Explain the main points in a short passage.

Read a passage independently

Use a bilingual dictionary or glossary to look up new words.

Writing

Write phrases from memory

Write 2-3 short sentences on a familiar topic.

Say what they like/dislike about a familiar topic.

A year 5-6 Spanish speaker

Spoken language

Hold a simple conversation with at least 4 exchanges.

Use my knowledge of grammar to speak correctly

Reading

Understand a short story or factual text and note the main points.

Use the context to work out unfamiliar words.

Writing

Write a paragraph of 4-5 sentences

Substitute words and phrases.



Computing



| A year 1-2 computer user | A year 3-4 computer user |
|--|--|
| <p><u>Algorithms and programming</u> Create a series of instructions Plan a journey for a programmable toy Use a range of instructions (e.g directions, angles, turns) Test and amend a set of instructions Find errors and amend (debug) Write a simple program and test it Predict what the outcome of a simple program will be (logical reasoning) Understand that algorithms are used on digital devices. Understand that programs require precise instruction</p> <p><u>Information technology</u> Create digital content Store digital content Retrieve digital content Use a website Use a camera Record and sound and play it back Organise digital content Retrieve and manipulate digital content Navigate the web and complete simple searches.</p> <p><u>Digital literacy</u> Use technology safely Keep personal information private Know where to go for help if they are concerned. Know how technology is used in and out of school</p> | <p><u>Algorithms and programming</u> Design a sequence of instructions, including directional instructions. Write directional instructions, Write programs that accomplish specific goals. Work with various forms of input Work with various forms of output Experiment with variables to control models Give an on-screen robot a specific instructions that takes it from A to B. Make an accurate prediction and explain why they believe something happens (linked to programing). De-bug a program</p> <p><u>Information technology</u> Use a range of software for a similar purpose. Collect information and present information Design and create content. Manipulate and improve digital images. Search for information on the web in different ways Select and use software to accomplish given goals. Collect and present data</p> <p><u>Digital literacy</u> Use technology respectfully and responsibly Know different ways to get help if they are concerned. Understand what computer networks do and how they provide multiple services Discern when it is best to use technology and where it adds little or no value. Recognise acceptable and unacceptable behaviour using technology</p> |



Computing



A year 5-6 computer user

Algorithms and programming

Combine sequences of instruction and procedures to turn devices on and off.

Use technology to control an external device.

Design algorithms that use repetition & 2- way selection.

Design a solution by breaking a problem up

Recognise that different solutions can exist for the same problem

Use logical reasoning to detect errors in algorithms.

Use selection in programs

Work with variables

Explain how an algorithm works

Explore 'what if' questions by planning different scenarios for controlled devices.

Information technology

Analyse information

Evaluate information

Understand how search results are selected and ranked.

Edit a film

Use a range of technology for a specific project.

Select, use and combine software on a range of digital devices.

Digital literacy

Understand that you have to make choices when using technology and that not everything is true and/or safe

Discuss the risks of online use of technology

Identify how to minimise risk.