
	<div>Skills Progression Document</div> <div>Key Stage 2</div>				
	Indicates*Greater Depth Learning				
	Year 3	Year 4	Year 5	Year 6	
Safeguarding the curriculum	Stranger Danger Road/Rail Safety Water Safety Safety in School and on school trips Bullying ad Cyber Bullying E-Safety through emailing Online Communities Medicines Consequences and choices Safe risk taking Building trust in relationships PANTS NSPCC Firework Safety Stereotypes Self – Worth Identifying Emotions Mental Health	Cyber-bullying E-Safety After school safety Food Safety Water Safety Prejudice and Discrimination Self – regulation Different types of relationships Healthy minds PANTS NSPCC Wider communities	Drugs Peer Pressure Different types of relationships Personal Hygiene E-safety Cyber-bullying Bullying Fire Safety Diet and exercise Bike Ability Road Safety Water Safety Self – esteem and assertiveness Adverse effects of smoking/alcohol Peer Mentoring Changes during Puberty	Bike Ability Mental Health Managing Finances Planning for the Future Water Safety Adverse effects of alcohol/drugs Relationships Sex Education Self-esteem and assertiveness Transition Careers Global Communities	
British Values	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	
Science: Planning	Can use different ideas and suggest how to find something out.  Can make and record a prediction before testing.  Can plan a fair test and explain why it was fair.  Can set up a simple fair test to make comparisons.	Can set up a simple fair test to make comparisons.  Can plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.  Can suggest improvements and predictions.	Can plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary.  Can make a prediction with reason.  Can use test results to make predictions to set up comparative and fair tests.	Can explore different ways to test an idea, choose the best way, and give reasons.  Can vary one factor whilst keeping the others the same in an experiment, can explain why they do this.	

	<p>Can explain why they need to collect information to answer a questions.</p> <p><i>*Can record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.</i></p>	<p>Can decide which information needs to be collected and decide which the best way for collecting it is.</p> <p>Can use their findings to draw a simple conclusion.</p> <p><i>*Can plan and carry out an investigation by controlling variables fairly and accurately.</i></p> <p><i>*Can use test results to make further predictions and set up further comparative tests.</i></p>	<p>Can present a report of their findings through writing, display and presentation.</p> <p><i>*Can explore different ways to test an idea, choose the best way and give reasons.</i></p> <p><i>*Can vary one factor whilst keeping the others the same in an experiment.</i></p> <p><i>*Can use information to help make a prediction.</i></p> <p><i>*Can explain, in simple terms, a scientific idea and what evidence supports it.</i></p>	<p>Can plan and carry out an investigation by controlling variables fairly and accurately.</p> <p>Can make predictions with reasons.</p> <p>Can use information to help make a prediction.</p> <p>Can use test results to make further predictions and set up further comparative tests.</p> <p>Can explain, in simple terms, a scientific idea and what evidence supports it.</p> <p>Can present a report of their findings through writing, display and presentation.</p> <p><i>*Can choose the best way to answer a question.</i></p> <p><i>*Can use information from different sources to answer a question and plan an investigation.</i></p> <p><i>*Can make a prediction which links with other scientific knowledge.</i></p> <p><i>*Can identify the key factors when planning a fair test.</i></p> <p><i>*Can explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough.</i></p>
<p><b>Science: Observing and presenting evidence</b></p>	<p>Can measure using different equipment and units of measure.</p> <p>Can record their observations in different ways.</p> <p>Can describe what they have found using scientific language.</p>	<p>Can take measurements using different equipment and units of measure and record what they have found in a range of ways.</p> <p>Can make accurate measurements using standard units.</p>	<p>Can take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>Can take repeat readings when appropriate.</p> <p>Can record more complex data and results using scientific diagrams,</p>	<p>Can explain why they have chosen specific equipment.</p> <p>Can decide which units of measurements they need to use.</p> <p>Can explain why a measurement needs to be repeated.</p>

	<p>Can make accurate measurements using standard units.</p> <p><i>*Can explain their findings in different ways (display, presentation, and writing).</i></p> <p><i>*Can use their findings to draw a simple conclusion.</i></p> <p><i>*Can suggest improvements and predictions for further tasks.</i></p>	<p>Can explain their findings in different ways (display, presentation and writing).</p> <p><i>*Can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models).</i></p>	<p>labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><i>*Can decide which units of measurements they need to use.</i></p> <p><i>*Can explain why a measurement needs to be repeated.</i></p>	<p>Can record their measurements in different ways.</p> <p>Can take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p><i>*Can plan in advance which equipment they will need and use it well.</i></p> <p><i>*Can make precise measurements.</i></p> <p><i>*Can collect information in different ways.</i></p> <p><i>*Can record their measurements and observations systematically.</i></p> <p><i>*Can explain qualitative and quantitative data.</i></p>
<b>Science: Considering evidence and evaluating</b>	<p>Can explain what they have found out and use their measurements to say whether it helps to answer their question.</p> <p>Can use a range of equipment (including data loggers) in a simple test.</p> <p><i>*Can suggest how to improve their work if they did it again.</i></p>	<p>Can find any patterns in their evidence or measurements.</p> <p>Can make a prediction based on something they have found out.</p> <p>Can evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Can use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Can identify differences, similarities or changes related to simple scientific ideas or processes.</p> <p><i>*Can report findings from investigations through written explanations and conclusions.</i></p> <p><i>*Can use a graph or diagram to answer scientific questions.</i></p>	<p>Can report and present findings from enquires through written explanations and conclusions.</p> <p>Can use a graph to answer scientific questions.</p> <p><i>*Can find a pattern from their data and explain what it shows.</i></p> <p><i>*Can link what they have found out to other science.</i></p> <p><i>*Can suggest how to improve their work and say why they think this.</i></p>	<p>Can find a pattern from their data and explain what it shows.</p> <p>Can use a graph to answer scientific questions.</p> <p>Can link what they have found out to other science.</p> <p>Can suggest how to improve their work and say why they think this.</p> <p>Can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</p> <p>Can report findings from investigations through written explanations and conclusions.</p> <p>Can identify scientific evidence that has been used to support to refute ideas or arguments.</p> <p>Can report and present findings from enquires, including conclusions,</p>

				<p>casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><i>*Can draw conclusions from their work.</i></p> <p><i>*Can link their conclusions to other scientific knowledge.</i></p> <p><i>*Can explain how they could improve their way of working.</i></p>
<b>Science: Plants</b>	<p>Can identify and describe the function of different parts of flowering plants (root, stem/trunk, leaves and flowers).</p> <p>Can explore the requirement of plants for life and growth (air, light, water, nutrients from the soil and room to grow).</p> <p>Can explain how they vary from plant to plant.</p> <p>Can investigate the ways in which water is transport within plants.</p> <p>Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><i>*Can classify a range of common plants according to many criteria (environment found, size, climate required etc.).</i></p>			
<b>Science: Animals, including humans</b>	<p>Can explain the importance of a nutritionally balanced diet.</p> <p>Can describe how nutrients, water and oxygen are transported within animals and humans.</p>	<p>Can identify and name the basic parts of the digestive system.</p> <p>Can describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Can describe the changes as humans develop to old age.</p> <p><i>*Can create a timeline to indicate stages of growth in certain animals, such as fogs and butterflies.</i></p>	<p>Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>

	<p>Can identify that animals, including humans, cannot make their own food: they get nutrition from what they eat.</p> <p>Can describe and explain the skeletal system of a human.</p> <p>Can describe and explain the muscular system of a human.</p> <p><i>*Can explain how the muscular and skeletal systems work together to create movement.</i></p> <p><i>*Can classify living things and non-living things by a number of characteristics that they have thought of.</i></p> <p><i>*Can explain how people, weather and the environment can affect living things.</i></p> <p><i>*Can explain how certain living things depend on one another to survive.</i></p>	<p>Can identify the simple function of different types of teeth in humans.</p> <p>Can compare the teeth of herbivores and carnivores.</p> <p>Can explain what a simple food chain shows.</p> <p>Can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><i>*Can classify living things and non-living things by a number of characteristics that they have thought of.</i></p> <p><i>*Can explain how people, weather and the environment can affect living things.</i></p> <p><i>*Can explain how certain living things depend on one another to survive.</i></p>	<p><i>*Can describe the changes experienced in puberty.</i></p> <p><i>*Can draw a timeline to indicate stages in growth and development of humans.</i></p>	<p>Can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><i>*Can explore the work of medical pioneers.</i></p> <p><i>*Can compare the organ systems of humans to other animals.</i></p> <p><i>*Can make a diagram of the human body and explain how different parts work and depend on one another.</i></p> <p><i>*Can name the major organs in the human body.</i></p> <p><i>*Can locate the major human organs.</i></p> <p><i>*Can make a diagram that outlines the main parts of the body.</i></p>
<p><b>Science: Properties and changes to materials</b></p>			<p>Can compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Can explain how some materials dissolve in liquid to form a solution.</p> <p>Can describe how to recover a substance from a solution.</p> <p>Can use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Can give reasons, based on evidence for comparative and fair tests from the particular uses of</p>	

			<p>everyday materials, including metals, wood and plastic.</p> <p>Can describe changes using scientific words.</p> <p>Can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p> <p>Can use the terms reversible and irreversible.</p> <p><i>*Can describe methods for separating mixtures (filtration and distillation).</i></p> <p><i>*Can work out which materials are most effective for keeping us warm or for keeping something cold.</i></p> <p><i>*Can use their knowledge of materials to suggest ways to classify.</i></p> <p><i>*Can explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda.</i></p> <p><i>*Can explore the work of chemists who created new materials.</i></p>	
Science: States of matter		<p>Can compare and group materials together, according to whether they are solid, liquids or gases.</p> <p>Can explain what happens to materials when they are heated or cooled.</p>		

		<p><i>Can measure or research the temperature at which different materials change state in degrees Celsius.</i></p> <p><i>Can use measurements to explain changes to the state of water.</i></p> <p><i>Can identify the part that evaporation and condensation has in the water cycle.</i></p> <p><i>Can associate the rate of evaporation with temperature.</i></p> <p><i>*Can group and classify a variety of materials according to the impact of temperature on them.</i></p> <p><i>*Can explain what happens over time to materials such as puddles on the playground or washing hanging on a line.</i></p> <p><i>*Can relate temperature to change of states of materials.</i></p>		
<b>Science: Rocks</b>	<p><i>Can compare and group together different rocks on the basis of their appearance and simple physical properties.</i></p> <p><i>Can describe and explain how different rocks can be useful to us.</i></p> <p><i>Can describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed.</i></p> <p><i>Can describe in simple terms how fossils are formed when things that have lived are trapped within rocks.</i></p> <p><i>Can recognise that soils are made from rocks and organic matter.</i></p> <p><i>*Can classify igneous and sedimentary rocks.</i></p>			

	<i>*Can begin to relate the properties of rocks with their uses.</i>			
<b>Science: Living things and their habitats</b>		<p>Can recognise that living things can be grouped in a variety of ways.</p> <p>Can explore and use a classification key to group, identify and name a variety of living things.</p> <p>Can compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric).</p> <p>Can recognise that environments can change and this can sometimes pose a danger to living things.</p> <p><i>*Can give reasons for how they have classified animals and plants, using their characteristic and how they are suited to their environment.</i></p> <p><i>*Can explore the words of pioneers in classification.</i></p> <p><i>*Can name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore and omnivore).</i></p>	<p>Can describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.</p> <p>Can describe the life cycle of common plants.</p> <p>Can explore the work of well-known naturalists and animal behaviourists.</p> <p><i>*Can observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower boarder.</i></p> <p><i>*Can compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests.</i></p>	<p>Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals.</p> <p>Can give reasons for classifying plants and animals based on specific characteristics.</p> <p><i>*Can explain why classification is important.</i></p> <p><i>*Can readily group animals into reptiles, fish, amphibians, birds and mammals.</i></p> <p><i>*Can sub-divide their original groupings and explain their divisions.</i></p> <p><i>*Can group animals into vertebrates and invertebrates.</i></p> <p><i>*Can find out about the significance of the work of scientists.</i></p>
<b>Science: Forces and Magnets</b>	<p>Can compare how things move on different surfaces.</p> <p>Can observe magnetic forces can be transmitted within direct contact.</p> <p>Can observe how some magnets attract or repel each other.</p> <p>Can classify which materials are attracted to magnets and which are not.</p> <p>Can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>		<p>Can explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling objects.</p> <p>Can identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><i>*Can describe and explain how motion is affected by force (including</i></p>	



	<p>Can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.</p> <p>Can identify some magnetic materials.</p> <p>Can describe magnets having two poles (N and S).</p> <p>Can predict whether two magnets will attract or repel each other depending on which poles are facing.</p> <p><i>*Can investigate the strength of different magnets and find fair ways to compare them.</i></p>		<p><i>gravitational attraction, magnetic attraction and friction).</i></p> <p><i>*Can design very effective parachutes.</i></p> <p><i>*Can work out how water can cause resistance to floating objects.</i></p> <p><i>*Can explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i></p>	
<b>Science: Light</b>	<p>Can recognise that they need light in order to see things.</p> <p>Can recognise that dark is the absence of light.</p> <p>Can notice that light is reflected from surfaces.</p> <p>Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Can recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Can find patterns in the way that the size of shadows change.</p> <p><i>*Can explain why light needs to be bright or dimmer according to need.</i></p> <p><i>*Can explain the differences between transparent, translucent and opaque.</i></p> <p><i>*Can explain when lights need to be bright or dimmer according to need.</i></p> <p><i>*Can make a bulb go on and off.</i></p>			<p>Can recognise that light appears to travel in a straight line.</p> <p>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 eyes.</p> <p>Can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><i>*Can explain how different colours of light can be created.</i></p> <p><i>*Can use and explain how simple optical instruments work.</i></p> <p><i>*Can explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</i></p>

	<p><i>*Can say what happens to the electricity when more batteries are added.</i></p> <p><i>*Can explain why their shadow changes when the light source is moved closer or further from the object.</i></p>			
<b>Science: Electricity</b>		<p><i>Can identify common appliances that run on electricity.</i></p> <p><i>Can construct a simple series electric circuit.</i></p> <p><i>Can identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers.</i></p> <p><i>Can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</i></p> <p><i>Can recognise that a switch opens and closes a circuit.</i></p> <p><i>Can associate a switch opening with whether or not a lamp lights in a simple series circuit.</i></p> <p><i>Can recognise some common conductor and insulators.</i></p> <p><i>Can associate metals with being good conductors.</i></p> <p><i>*Can explain how a bulb might get lighter.</i></p> <p><i>*Can recognise if all metals are conductors of electricity.</i></p> <p><i>*Can work out which metals can be used to connect across a gap in a circuit.</i></p>		<p><i>Can identify and name the basic parts of a simple electric circuit (cells, wires, bulbs, switches and buzzers).</i></p> <p><i>Can compare and give reasons for variation in how components function, including the brightness or bulbs, the loudness of buzzers, the on/off position of switches.</i></p> <p><i>Can use recognised symbols when representing a simple circuit in a diagram.</i></p> <p><i>*Can make their own traffic light system or something similar.</i></p> <p><i>*Can explain the danger of short circuits.</i></p> <p><i>*Can explain what a fuse is.</i></p> <p><i>*Can explain how to make changes in a circuit.</i></p> <p><i>*Can explain the impact of changes in a circuit.</i></p> <p><i>*Can explain the effect of changing the voltage of a battery.</i></p>

		<i>*Can explain why cautions are necessary for working safely with electricity.</i>		
<b>Science: Sound</b>		<p><i>Can describe a range of sounds and explain how they are made.</i></p> <p><i>Can associate some sounds with something vibrating.</i></p> <p><i>Can compare sources of sound and explain how the sounds differ.</i></p> <p><i>Can explain how to change a sound (louder/softer).</i></p> <p><i>Can recognise how vibrations from sound travel through a medium to a ear.</i></p> <p><i>Can find patterns between the pitch of a sound and features of the object that produce it.</i></p> <p><i>Can find patterns between the volume of the sound and the strength of the vibrations that produced it.</i></p> <p><i>Can recognise that sounds get fainter as the distance from the sound source increases.</i></p> <p><i>Can explain how you could change the pitch of a sound.</i></p> <p><i>Can investigate how different materials can affect the pitch and volume of sounds.</i></p> <p><i>*Can explain why sound gets fainter or louder according to the distance.</i></p> <p><i>*Can explain how pitch and volume can be changed in a variety of ways.</i></p> <p><i>*Can work out which materials give the best insulation for sound.</i></p>		
<b>Science: Earth and Space</b>			<i>Can identify and explain the movement of the Earth and other</i>	

			<p><i>planets relative to the sun in the solar system.</i></p> <p><i>Can explain how seasons and the associated weather is created.</i></p> <p><i>Can describe and explain the movement of the moon relative to the Earth.</i></p> <p><i>Can describe the sun, earth, and moon as approximately spherical bodies.</i></p> <p><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.</i></p> <p><i>*Can compare the time of the day at different places on the earth.</i></p> <p><i>*Can create shadow clocks.</i></p> <p><i>*Can begin to understand how older civilisations used the sun to create astronomical clocks, e.g. Stonehenge.</i></p> <p><i>*Can explore the words of some scientists.</i></p>	
<b>Science: Evolution and inheritance</b>			<p><i>Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of year ago.</i></p> <p><i>Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></p> <p><i>Can give reasons why offspring are not identical to each other or to their parents.</i></p> <p><i>Can explain the process of evolution and describe the evidence for this.</i></p>	

				<p>Can identify how animals and plants are adopted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>*Can talk about the work of Charles Darwin, Mary Anning and Alfred Wallace.</i></p> <p><i>*Can explain how some living things adapt to survive in extreme conditions.</i></p> <p><i>*Can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.</i></p> <p><i>*Can begin to understand what is meant by DNA.</i></p>
<b>Art: Drawing</b>	<p>Can show facial expression in their drawings.</p> <p>Can use their sketches to produce a final piece of work.</p> <p>Can write an explanation of their sketch in notes.</p> <p>Can use different grades of pencil shade, to show different tones and textures.</p>	<p>Can begin to show facial expressions and body language in their sketches.</p> <p>Can identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Can show reflections.</p> <p>Can explain why they have chosen specific materials to draw with.</p>	<p>Can identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Successfully shade to create mood and feeling.</p> <p>Can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Can show reflections.</p> <p>Can explain why they have chosen specific materials to draw with.</p>	<p>Can create sketches that communicate emotions and a sense of self with accuracy and imagination.</p> <p>Can explain why they have combined different tools to create drawings.</p> <p>Can explain why they have chosen specific techniques.</p>
<b>Art: Painting</b>	<p>Can predict with accuracy the colours that they mix.</p> <p>They know where each of the primary and secondary colours sit on the colour wheel.</p> <p>Can create a background using a wash.</p> <p>Can use a range of brushes to create different effects.</p>	<p>Can create all the colours they need.</p> <p>Can create mood in their paintings.</p> <p>They successfully use shading to create mood and feeling.</p>	<p>Can create a range of moods in their paintings.</p> <p>Can express their emotions accurately through their painting and sketches.</p>	<p>Can explain what their own style is.</p> <p>Can use a wide range of techniques in their work.</p> <p>Can explain why they have chosen specific painting techniques.</p>

<b>Art: Printing</b>	<p><i>Can make a printing block.</i></p> <p><i>Can make a 2 colour print.</i></p>	<p><i>Can print using at least four colours.</i></p> <p><i>Can create an accurate print design.</i></p> <p><i>Can print onto different materials.</i></p>	<p><i>Can print using a number of colours.</i></p> <p><i>Can create an accurate print design that meets a given criteria.</i></p> <p><i>Can print onto different materials.</i></p>	<p><i>Can overprint using different colours.</i></p> <p><i>Can look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</i></p>
<b>Art: Sketch Books</b>	<p><i>Can use their sketch books to express feelings about a subject and to describe likes and dislikes.</i></p> <p><i>Can make notes in their sketch book about techniques used by artists.</i></p> <p><i>Can suggest improvements to their work by keeping notes in their sketch books.</i></p>	<p><i>Can use their sketch books to express their feelings about various subjects and outline likes and dislikes.</i></p> <p><i>Can produce a montage all about themselves.</i></p> <p><i>Use their sketch books to adapt and improve their original ideas.</i></p> <p><i>Keep notes about the purpose of their work in their sketch books.</i></p>	<p><i>Keep notes in their sketch books as to how they might develop their work further.</i></p> <p><i>Use their sketch books to compare and discuss ideas with others.</i></p>	<p><i>Ensure their sketch books contain detailed notes and quotes explaining about items.</i></p> <p><i>Compare their methods to those of others and keep notes in their sketch books.</i></p> <p><i>Combine graphics and text based research of commercial design, for example magazines.</i></p> <p><i>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</i></p>
<b>Art: 3D/Textiles</b>	<p><i>Can add onto their work to create texture and shape.</i></p> <p><i>Can work with life size materials.</i></p> <p><i>Can create pop-ups.</i></p> <p><i>Can use more than one type of stitch.</i></p> <p><i>Can join fabrics together to form a quilt using padding.</i></p> <p><i>Can use sewing to add detail to a piece of work.</i></p> <p><i>Can add texture to a piece of work.</i></p>	<p><i>Experiment with and combine materials and processes to design and make 3D form.</i></p> <p><i>Can begin to sculpt clay and other mouldable materials.</i></p> <p><i>Can use early textile and sewing skills as part of a project.</i></p>	<p><i>Experiment with and combine materials and processes to design and make 3D form.</i></p> <p><i>Can sculpt clay and other mouldable materials.</i></p> <p><i>Can use textile and sewing skills as part of a project.</i></p>	<p><i>Can create models on a range of scales.</i></p> <p><i>Can create work which is open to interpretation by the audience.</i></p> <p><i>Can include both visual and tactile elements in their work.</i></p>
<b>Art: Collage</b>	<p><i>Can cut very accurately.</i></p> <p><i>Can overlap materials.</i></p> <p><i>Can experiment using different colours.</i></p> <p><i>Can use mosaic.</i></p> <p><i>Can use montage.</i></p>	<p><i>Can use ceramic mosaic.</i></p> <p><i>Can combine visual and tactile qualities.</i></p>	<p><i>Can use ceramic mosaic to produce a piece of art.</i></p> <p><i>Can combine visual and tactile qualities to express mood and emotions.</i></p>	<p><i>Can justify the materials they have chosen.</i></p> <p><i>Can combine pattern, tone and shape.</i></p>

<b>Art: Use of IT</b>	<p><i>Can use the printed images they take with a digital camera and combine them with other media to produce art work.</i></p> <p><i>Can use IT programs to create a piece of work that includes their own work and that of others.</i></p> <p><i>Can use the web to research an artist of style of art.</i></p>	<p><i>Can present a collection of their work on a slide show.</i></p> <p><i>Can create a piece of art work which includes the integration of digital images they have taken.</i></p> <p><i>Can combine graphics and text based on their research.</i></p>	<p><i>Can create a piece of art work which includes the integration of digital images they have taken.</i></p> <p><i>Can combine graphics and text based on their research.</i></p> <p><i>Can scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</i></p> <p><i>Can create digital images with animation, video and sound to communicate their ideas.</i></p>	<p><i>Use software packages to create pieces of digital art to design.</i></p> <p><i>Can create a piece of art which can be used as part of a wider presentation.</i></p>
<b>Art: Knowledge</b>	<p><i>Can compare the work of different artists.</i></p> <p><i>Can explore work from other cultures.</i></p> <p><i>Can explore work from other periods of time.</i></p> <p><i>Are beginning to understand the viewpoints of other by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</i></p>	<p><i>Can experiment with different styles which artists have used.</i></p> <p><i>Can explain art from other periods of history.</i></p>	<p><i>Can experiment with different styles which artists have used.</i></p> <p><i>Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.</i></p>	<p><i>Can make a record about the styles and qualities in their work.</i></p> <p><i>Can say what their work is influenced by.</i></p> <p><i>Can include technical aspects in their work, e.g. architectural design.</i></p>
<b>Computing: Algorithms and programs</b>	<p><i>Can experiment with variables to control models.</i></p> <p><i>Can use 90 degree and 45 degree turns.</i></p> <p><i>Can give an on-screen robot directional instructions.</i></p> <p><i>Can draw a square, rectangle and other regular shapes on screen, using commands.</i></p> <p><i>Can write more complex programs.</i></p> <p><i>*Can use repeat command in logo to create a pattern.</i></p>	<p><i>Can repeat instructions to draw regular shapes on a screen, using commands.</i></p> <p><i>Can experiment with variables to control models.</i></p> <p><i>Can make turns specifying the degrees.</i></p> <p><i>Can give an on-screen robot specific directional instructions that takes them from x to y.</i></p> <p><i>Can make accurate predictions about the outcome of a program they have written.</i></p>	<p><i>Can combine sequences of instructions and procedures to turn devices on or off.</i></p> <p><i>Understand input and output.</i></p> <p><i>Can use an ICT program to control an external device that is electrical and/or mechanical.</i></p> <p><i>Can use ICT to measure sound or light or temperature using sensors.</i></p> <p><i>Can explore 'What is' questions by playing adventure or quest games.</i></p> <p><i>Can write programs that have sequences and repetitions.</i></p>	<p><i>Can explain how an algorithm works.</i></p> <p><i>Can detect errors in a program and correct them.</i></p> <p><i>Can use an ICT program to control a number of events for an external device.</i></p> <p><i>Can use ICT to measure sound, light or temperature using sensors and interpret the data.</i></p> <p><i>Can explore 'what if' questions by planning different scenarios for controlled devices.</i></p> <p><i>Can use input from sensors to trigger events.</i></p>

				Can check and refine a series of instructions.
<b>Computing: Data retrieving and organising</b>	<p>Can review images on a camera and delete unwanted images.</p> <p>Have experienced downloading images from a camera into files on the computer.</p> <p>Can use photo editing software to crop photos and add effects.</p> <p>Can manipulate sound when using simple recording story boarding.</p>	<p>Can capture images using webcams, screen capture, scanning, visualiser and internet.</p> <p>Can choose images and download into a file.</p> <p>Can download images from the camera into files on the computer. Can copy graphics from a range of sources and paste into a desktop publishing program.</p> <p><i>*Can use photo editing software to crop photographs and add effects.</i></p>	<p>Can listen to streaming audio such as online radio.</p> <p>Can download and listen to podcasts.</p> <p>Can produce and upload a podcast.</p> <p>Can manipulate sounds using audacity.</p> <p>Can select music from open sources and incorporate it into multimedia presentations.</p> <p>Can work on simple film editing.</p>	<p>Can explore the menu options and experiment with images (colour, effects, options, snap to grid, grid setting etc.)</p> <p>Can add special effects to alter the appearances of a graphics.</p> <p>Can 'save as' gif or I peg. Wherever possible to make the file size smaller (for emailing or downloading).</p> <p>Can make an information poster using their graphics skills to good effect.</p> <p><i>*Can incorporate graphics where appropriate, using the most effective text wrapping formats.</i></p>
<b>Computing: Communicating</b>	<p>Can use the email address book.</p> <p>Can open and send an attachment.</p>	<p>Appreciate the benefits of ICT to send messages and to communicate.</p> <p>Can use the automatic spell checker to edit spellings.</p>	<p>Can use instant messaging to communicate with class members.</p> <p>Can conduct a video chat with someone elsewhere in the school or in another school.</p>	<p>Can conduct a video chat with people in another country or organisation.</p> <p><i>*Can conduct a video chat with more than one person at a time.</i></p>
<b>Computing: Using the internet</b>	<p>Can find the relevant information by browsing a menu.</p> <p>Can search for an image, then copy and paste it into a document.</p> <p>Can use 'save picture as' to save an image to the computer.</p> <p>Can copy and paste text into a document.</p> <p>Begin to use note making skills to decide what text to copy.</p> <p><i>*Can search by keyword using a friendly search engine.</i></p> <p><i>*Can bookmark a page into their favourites.</i></p>	<p>Can use a search engine to find a specific website.</p> <p>Can use note-taking skills to decide which text to copy and paste into a document.</p> <p>Can use tabbed browsing to open two or more web pages at the same time.</p> <p>Can open a link to a new window.</p> <p>Can open a document (PDF) and view it.</p>	<p>Can use a search engine using keyword searches.</p> <p>Can compare the results of different searches.</p> <p>Can decide which sections are appropriate to copy and paste from at least two web pages.</p> <p>Can save stored information following simple lines of enquiry.</p> <p>Can download a document and save it to the computer.</p> <p><i>*Can save an image document as a gif or I peg. File format using the save as command.</i></p>	<p>Can contribute to discussions online.</p> <p>Can use a search engine using keyword searches.</p> <p>Can use complex searches using such as '+' 'OR'.</p> <p><i>*Can compare the information provided on two tabbed websites looking for bias and perspective.</i></p>



	<i>*Can contribute to a class blog.</i>			
<b>Computing: Databases</b>	<p><i>Can input data into a prepared database.</i></p> <p><i>Can sort and search a database to answer simple questions.</i></p> <p><i>Can use a branching database.</i></p>	<p><i>Can input data into a prepared database.</i></p> <p><i>Can sort and search a database to answer simple questions.</i></p> <p><i>Recognise what a spreadsheet is.</i></p> <p><i>Can use the terms, 'cells', 'rows', and 'columns'.</i></p> <p><i>Can enter data, highlight it and make bar charts.</i></p>	<p><i>Can create a formula in a spreadsheet and then check for accuracy and plausibility.</i></p> <p><i>Can search databases for information using symbols such as = &gt; or &lt;.</i></p> <p><i>Can create databases planning the fields, rows and columns.</i></p> <p><i>Can create graphs and tables to be copied and pasted into other documents.</i></p>	<p><i>Can collect live data using data logging equipment.</i></p> <p><i>Can identify data error, patterns and sequences.</i></p> <p><i>Can use the formulae bar to explore mathematical scenarios.</i></p> <p><i>Can create their own database and present information from it.</i></p>
<b>Computing: Presentation</b>	<p><i>Can create a presentation that moves from slide to slide and is aimed at a specific audience.</i></p> <p><i>Can combine text, images and sounds and show awareness of audience.</i></p> <p><i>Know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</i></p>	<p><i>Can create a lengthy presentation that moves from slide to slide and is aimed at a specific audience.</i></p> <p><i>Can insert sound recordings into a multi-media presentation.</i></p> <p><i>Know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</i></p> <p><i>*Can use animation in their presentation.</i></p>	<p><i>Can use a range of presentation applications.</i></p> <p><i>Can consider audience when editing a simple film.</i></p> <p><i>Know how to prepare and then present a simple film.</i></p> <p><i>Can use ICT to record sounds and capture both still and video images.</i></p> <p><i>Can make a home page for a website that contains links to other pages.</i></p> <p><i>Can capture sounds, images and video.</i></p> <p><i>Can use the word count tool to check the length of a document.</i></p> <p><i>Can use bullets and numbering tools.</i></p> <p><i>*Can make a multimedia presentation that contains: sound; animation; video and buttons to navigate.</i></p> <p><i>*Can make an information poster using graphics skills to good effect.</i></p>	<p><i>Can present a film for a specific audience and then adapt same film for a different audience.</i></p> <p><i>Can create a sophisticated multimedia presentation.</i></p> <p><i>Can confidently choose the correct page set up option when creating a document.</i></p> <p><i>Can confidently use text formatting tools, including heading and body text.</i></p> <p><i>Can use the 'hanging indent' tool to help format work where appropriate.</i></p>

<b>Computing: E-safety</b>	<p><i>Can follow the school's safer internet rules.</i></p> <p><i>Can recognise the difference between the work of others which has been copied (plagiarisms) and restructuring and re-presenting materials in ways which are unique and new.</i></p> <p><i>Can begin to identify when emails should not be opened and when an attachment may not be safe.</i></p> <p><i>Can explain how to use emails safely.</i></p> <p><i>Can use different search engines.</i></p>	<p><i>Can follow the school's safer internet rules.</i></p> <p><i>Can recognise the difference between the work of others which has been copied (plagiarisms) and restructuring and re-presenting materials in ways which are unique and new.</i></p> <p><i>Can begin to identify when emails should not be opened and when an attachment may not be safe.</i></p> <p><i>Can explain how to use emails safely.</i></p> <p><i>Can use different search engines.</i></p>	<p><i>Can follow the school's safer internet rules.</i></p> <p><i>Can make safe choices about use of technology.</i></p> <p><i>Can use technology in ways which minimise risks.</i></p> <p><i>Can create strong passwords and manage them so that they remain strong.</i></p> <p><i>Can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</i></p> <p><i>Can completely use the internet as a search tool.</i></p> <p><i>Can reference information sources.</i></p> <p><i>Can use appropriate strategies for finding, critically evaluating, validating and verifying information e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.</i></p> <p><i>Can use knowledge of the meaning of different domain names and common websites extensions (e.g. .co.uk, .com, .ac, .sch, .org, .net) to support validation of information.</i></p>	<p><i>Can follow the school's safer internet rules.</i></p> <p><i>Can make safe choices about use of technology.</i></p> <p><i>Can use technology in ways which minimise risks.</i></p> <p><i>Can create strong passwords and manage them so that they remain strong.</i></p> <p><i>Can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</i></p> <p><i>Can completely use the internet as a search tool.</i></p> <p><i>Can reference information sources.</i></p> <p><i>Can use appropriate strategies for finding, critically evaluating, validating and verifying information e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.</i></p> <p><i>Can use knowledge of the meaning of different domain names and common websites extensions (e.g. .co.uk, .com, .ac, .sch, .org, .net) to support validation of information.</i></p>
<b>Design Technology: Developing, planning and communicating ideas</b>	<p><i>Can show that their design meets a range of requirements.</i></p> <p><i>Can put together a step – by – step plan which shows the order and also what equipment and tools they need.</i></p> <p><i>Can describe their design using an accurately labelled sketch and words.</i></p>	<p><i>Can come up with at least one idea about how to create their product.</i></p> <p><i>Can take account of the ideas of others when designing.</i></p> <p><i>Can produce a plan and explain it to others.</i></p>	<p><i>Can come up with a range of ideas after they have collected information.</i></p> <p><i>Can take a user's view into account when designing.</i></p> <p><i>Can produce a detailed step-by-step plan.</i></p>	<p><i>Can use a range of information to inform their design.</i></p> <p><i>Can use market research to inform plans.</i></p> <p><i>Can work within constraints.</i></p>

	<i>Can create a realistic plan.</i>	<i>Can suggest some improvements and say what was good and not so good about their original design.</i>	<i>Can suggest some alternative plans and say what the good points and drawbacks are about each.</i>	<i>Can follow and refine their plan if necessary.</i>  <i>Can justify their plan to someone else.</i>  <i>Can consider culture and society in their designs.</i>
<b>Design Technology: working with tools, equipment, materials and components to make quality products</b>	<i>Can use equipment and tools accurately.</i>	<i>Can tell if their finished product is going to be a good quality.</i>  <i>Can be conscience of the need to produce something that will be liked by others.</i>  <i>Can show a good level of expertise when using a range of tools and equipment.</i>  <i>Can work on their product even though their original idea might not have worked.</i>	<i>Can explain why their finished product is going to be of good quality.</i>  <i>Can explain how their product will appeal to the audience.</i>  <i>Can use a range of tools and equipment expertly.</i>  <i>Can persevere through different stages of the making process.</i>	<i>Can use tools and materials precisely.</i>  <i>Can change the way they are working if needed.</i>
<b>Design Technology: Evaluating processes and products</b>	<i>Can explain what they changed which made their design even better.</i>	<i>Have thought of how they will check if their design is successful.</i>  <i>Can begin to explain how they can improve their original design.</i>  <i>Can evaluate their product, thinking of both appearance and the way it works.</i>  <i>Can take time to consider how they could have made their idea better.</i>	<i>Can keep checking that their design is the best it can be.</i>  <i>Can check whether anything could be improved.</i>  <i>Can evaluate appearance and function against the original criteria.</i>	<i>Can test and evaluate their final product.</i>  <i>Can ensure their product is fit for purpose.</i>  <i>Can explain how they would improve their product.</i>  <i>Can discuss if different resources would have improved their product.</i>  <i>Can discuss if they would need more or different information to make it even better.</i>  <i>Can explain if their product meets the design criteria.</i>  <i>Can consider the use of products when selecting materials.</i>
<b>Design Technology: Cooking and nutrition</b>	<i>Can choose the right ingredients for a product.</i>  <i>Can use equipment safely.</i>	<i>Know what to do to be hygienic and safe.</i>	<i>Can describe what they do to be both hygienic and safe.</i>  <i>Can present their product well.</i>	<i>Can explain how their product should be stored within reasons.</i>  <i>Can set out to grow their own products with a view to making a</i>

	<p><i>Can make sure their product looks attractive.</i></p> <p><i>Can describe how their combined ingredients come together.</i></p> <p><i>Can set out to grow plants such as cress and herbs from seed with the intention of using them for their products.</i></p>	<p><i>Have thought what they can do to present their product in an interesting way.</i></p>		<p><i>salad, taking account of time required to grow different foods.</i></p>
<b>Design Technology: Textiles</b>	<p><i>Can join textiles of different types in different ways.</i></p> <p><i>Can choose textiles both for their appearance and also qualities.</i></p>	<p><i>Can think about what the user would want when choosing textiles.</i></p> <p><i>Can think about how to make their product strong.</i></p> <p><i>Can devise a template.</i></p> <p><i>Can explain how to join things in a different way.</i></p>	<p><i>Can think what the user would want when choosing textiles.</i></p> <p><i>Have made their product attractive and strong.</i></p> <p><i>Can make up a prototype first.</i></p> <p><i>Can use a range of joining techniques.</i></p>	<p><i>Have thought about how their product could be sold.</i></p> <p><i>Have given consideration on how their product could be improved.</i></p>
<b>Design Technology: Electrical and mechanical components</b>	<p><i>Can select the most appropriate tools and techniques to use for a given task.</i></p> <p><i>Can make products which uses both electrical and mechanical components.</i></p> <p><i>Can use a simple circuit.</i></p> <p><i>Can use a number of components.</i></p>	<p><i>Can add things to their circuits.</i></p> <p><i>Can alter their product after checking it.</i></p> <p><i>Are confident about trying out new and different ideas.</i></p>	<p><i>Can incorporate a switch into their product.</i></p> <p><i>Can refine their product after testing it.</i></p> <p><i>Can incorporate hydraulics and pneumatics.</i></p>	<p><i>Can use different kinds of circuits in their products.</i></p> <p><i>Can think of ways in which adding a circuit would improve their product.</i></p>
<b>Design Technology: stiff and flexible sheet materials</b>	<p><i>Can use the most appropriate materials.</i></p> <p><i>Can work accurately to make cuts and holes.</i></p> <p><i>Can join materials.</i></p>	<p><i>Can measure carefully so to make sure they have not made a mistake.</i></p> <p><i>They have attempted to make their product strong.</i></p>	<p><i>Can ensure their measurements are accurate enough to ensure that everything is precise.</i></p> <p><i>They ensure their product is strong and fit for purpose.</i></p>	<p><i>Can justify why they selected specific materials.</i></p> <p><i>Have ensured that their work is precise and accurate.</i></p> <p><i>Can hide joints so as to improve their look of their products.</i></p>
<b>Design Technology: Mouldable materials</b>	<p><i>Can select the most appropriate materials.</i></p> <p><i>Can use a range of techniques to shape and mould.</i></p> <p><i>Can use finishing techniques.</i></p>	<p><i>Can use a range of advanced techniques to shape and mould.</i></p> <p><i>Can use finishing techniques to show an awareness of the audience.</i></p>	<p><i>They are motivated enough to refine and further improve their product using mouldable materials.</i></p>	<p><i>Can justify why the chosen material was the best for the task.</i></p> <p><i>Can justify design in relation to the audience.</i></p>
<b>History: Chronological understanding</b>	<p><i>Can describe events and periods using the words: BC, AD and decade.</i></p>	<p><i>Can plot recent history on a timeline using centuries.</i></p>	<p><i>Can use dates and historical language in their work.</i></p>	<p><i>Can say where a period of history fits on a timeline.</i></p>

	<p>Can describe events from the past using dates when things happened.</p> <p>Can describe events and periods using the words: ancient and century.</p> <p>Can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Can use their mathematical knowledge to work out how long ago events would have happened.</p> <p><i>*Can set out on a timeline, within a given period, what special events took place.</i></p> <p><i>*Can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</i></p>	<p>Can place periods of history on a timeline showing periods of time.</p> <p>Can use their mathematical skills to round up time differences into centuries and decades.</p> <p><i>*Can use their mathematical skills to help them work out the time differences between certain major events in history.</i></p> <p><i>*Can begin to build up a picture of what main events happened in Britain/ the world during different centuries.</i></p>	<p>Can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Can use their mathematical skills to work out exact time scales and differences as need be.</p> <p><i>*Can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</i></p>	<p>Can place a specific event on a timeline by decade.</p> <p>Can place features of historical events and people from past societies and periods in a chronological framework.</p> <p><i>*Can appreciate that some ancient civilizations showed greater advancement than people who lived centuries after them.</i></p>
<b>History: Knowledge and interpretation</b>	<p>Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Can begin to picture what life would have been like for the early settlers.</p> <p>Can recognise that Britain has been invaded by several different groups over time.</p> <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Can suggest why certain events happened as they did in history.</p> <p>Can suggest why certain people acted as they did in history.</p> <p><i>*Can begin to appreciate why Britain would have been an important country to have invaded and conquered.</i></p>	<p>Can explain how events from the past have helped shape our lives.</p> <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>Know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Recognise that the lives of wealthy people were very different from those of poor people.</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p><i>*Can recognise that people's way of life in the past was dictated by the work they did.</i></p>	<p>Can describe historical events from the different periods they are studying/have studied.</p> <p>Can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Can explain the role that Britain has had in spreading Christian values across the world.</p> <p>Can begin to appreciate that how we make decisions has been through a parliament for some time.</p> <p>Can appreciate that significant events in history have helped shape the country we have today.</p> <p>They have a good understanding as to how crime and punishment has changed over the years.</p>	<p>Can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Can summarise how Britain has had a major influence on world history.</p> <p>Can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Can describe features of historical events and people from past societies and periods they have studied.</p> <p>Can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p><i>*Can suggest relationships between causes in history.</i></p>

	<p><i>*Can appreciate that war/s would inevitably have brought much distress and bloodshed.</i></p> <p><i>*They have an appreciation that wars start for specific reasons and can last for a very long time.</i></p> <p><i>*Appreciate that invaders were often away from their homes for a very long periods and would have been 'homesick'.</i></p>	<p><i>*Appreciate that the food people ate was different because of the availability of different sources of food.</i></p> <p><i>*Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.</i></p> <p><i>*Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.</i></p>	<p><i>*They appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed.</i></p>	<p><i>*Can appreciate how Britain once has an Empire and how that has helped or hindered our relationship with a number of countries today.</i></p> <p><i>*Can trace the main events that define Britain's journey from a mono to a multi-cultural society.</i></p>
<b>History: Historical Understanding</b>	<p><i>They recognise the part that archaeologists have has in helping us understand more about what happened in the past.</i></p> <p><i>Can use various sources of evidence to answer questions.</i></p> <p><i>Can use various sources to piece together information about a period in history.</i></p> <p><i>Can research a specific event from the past.</i></p> <p><i>Can use their 'information finding' skills in writing to help them write about historical information.</i></p> <p><i>Can through research, identify similarities and differences between given periods in history.</i></p> <p><i>*Can begin to use more than one source of information to bring together a conclusion about an historical event.</i></p> <p><i>*Can use specific search engines on the internet to help them find information more rapidly.</i></p>	<p><i>Can research two versions of an event and say how they differ.</i></p> <p><i>Can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</i></p> <p><i>Can give more than one reason to support an historical argument.</i></p> <p><i>Can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</i></p> <p><i>*Can independently, or as part of a group, present an aspect they have researched about a given period of history using multi- media skills when doing so.</i></p>	<p><i>Can test out a hypothesis in order to answer a question.</i></p> <p><i>Can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</i></p> <p><i>*Can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</i></p>	<p><i>Can look at two different versions and say how the author may be attempting to persuade or give specific viewpoints.</i></p> <p><i>Can identify and explain their understanding of propaganda.</i></p> <p><i>Can describe a key event from Britain's past using a range of evidence from different sources.</i></p> <p><i>*Can suggest why there may be different interpretations of events.</i></p> <p><i>*Can suggest why certain events, people and changes might be seen as more significant than others.</i></p> <p><i>*Can pose and answer their own historical questions.</i></p>
<b>Geography: Enquiry</b>	<p><i>Can use correct geographical words to describe a place and the events that happen there.</i></p>	<p><i>Can carry out a survey to discover features of cities and villages.</i></p> <p><i>Can find the same place on a globe and in an atlas.</i></p>	<p><i>Can collect information about a place and use it in a report.</i></p> <p><i>Can map land use.</i></p>	<p><i>Can confidently explain scale and use maps with a range of scales.</i></p>



	<p>Can identify key features of a locality by using a map.</p> <p>Can begin to use 4 figure grid references.</p> <p>Can accurately plot NSEW on a map.</p> <p>Can use some basic OS map symbols.</p> <p>Can make accurate measurement of distances within 100km.</p> <p><i>*Can work out how long it would take to get to a given destination taking account of the mode of transport.</i></p>	<p>Can label the same features of an aerial photograph as on a map.</p> <p>Can plan a journey to a place in England.</p> <p>Can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise level etc.)</p> <p><i>*Can give accurate measurements between 2 given places within the UK.</i></p>	<p>Can find possible answers to their own geographical questions.</p> <p>Can make detailed sketches and plans; improving their accuracy later.</p> <p>Can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p><i>*Can work out an accurate itinerary detailing a journey to another part of the world.</i></p>	<p>Can choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>Can make careful measurements and use the data.</p> <p>Can use OS maps to answer questions.</p> <p>Can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p><i>*Can define geographical questions to guide their research.</i></p> <p><i>*Can use a range of self-selected resources to answer questions.</i></p>
<b>Geography: Physical</b>	<p>Can use maps and atlases appropriately by using contents and indexes.</p> <p>Can describe how volcanoes are created.</p> <p>Can describe how earthquakes are created.</p> <p>Can confidently describe physical features in a locality.</p> <p>Can locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>Can recognise the 8 points of the compass (N,NW,W,S,SW,SE,E,NE)</p> <p><i>*Can explain why a locality has certain physical features.</i></p>	<p>Can describe the main features of a well – known city.</p> <p>Can describe the main features of a village.</p> <p>Can describe the main physical differences between cities and villages.</p> <p>Can use appropriate symbols to represent different physical features on a map.</p> <p><i>*Can explain how a locality has changed over time with reference to physical features.</i></p>	<p>Can explain why many cities of the world are situated by rivers.</p> <p>Can explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>Can explain how the water cycle works.</p> <p>Can explain why water is such a valuable commodity.</p> <p><i>*Can explain what a place (open environmental and physical change) might be like in the future taking account of physical features.</i></p>	<p>Can give extended descriptions of the physical features of different places around the world.</p> <p>Can describe how some places are similar and others are different in relation to their human features.</p> <p>Can accurately use a 4 figure grid reference.</p> <p>Can create sketch maps when carrying out a field study.</p> <p><i>*Can plan a journey to another part of the world which takes account of time zones.</i></p> <p><i>*Can understand the term sustainable development.</i></p>
<b>Geography: Human</b>	<p>Can describe how volcanoes have an impact on people's lives.</p> <p>Can confidently describe human features in a locality.</p> <p>Can explain why a locality has certain human features.</p>	<p>Can explain why people are attracted to live in cities.</p> <p>Can explain why people may choose to live in a village rather than a city.</p>	<p>Can explain why people are attracted to live by rivers.</p> <p>Can explain how a location fits into its wider geographical location; with reference to human and economical features.</p>	<p>Can give an extended description of the human features of different places around the world.</p> <p>Can map land use with their own criteria.</p>

	<p>Can explain why a place is like it is.</p> <p>Can explain how the lives of people living in the Mediterranean would be different from their own.</p> <p><i>*Can explain how people's lives vary due to weather.</i></p>	<p>Can explain how a locality has changed over time with reference to human features.</p> <p>Can find different views about an environmental issue.</p> <p>Can suggest different ways that a locality could be changed and improved.</p> <p><i>*Can explain how people are trying to manage their environment.</i></p>	<p>Can explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p><i>*Can report on ways in which humans have both improved and damaged the environment.</i></p>	<p>Can describe how some places are similar and others are different in relation to their physical features.</p> <p><i>*Can explain how human activity has caused an environment to change.</i></p> <p><i>*Can analyse population data in two settlements and report on findings and questions raised.</i></p>
<b>Geography: Knowledge</b>	<p>Can name a number of countries in the Northern Hemisphere.</p> <p>Can locate and name some of the world's most famous volcanoes.</p> <p>Can name and locate some well-known European countries.</p> <p>Can name and locate the capital cities of neighbouring European countries.</p> <p>They are aware of different weather in different parts of the world, especially Europe.</p> <p><i>*Can name the two largest seas around Europe.</i></p>	<p>Can locate the Tropic of Cancer and Tropic of Capricorn.</p> <p>They know the difference between the British Isles, Great Britain and UK.</p> <p>They know the counties that make up the European Union.</p> <p>Can name up to six cities in the UK and locate them on a map.</p> <p>Can locate and name some of the main islands that surrounded the UK.</p> <p>Can name the areas of origin of the main ethnic groups in the UK and in their school.</p> <p><i>*Can name the counties that make up the home counties of London.</i></p> <p><i>*Can name some of the main towns and cities in Yorkshire and Lancashire.</i></p>	<p>Can name and locate many of the world's major rivers on maps.</p> <p>Can name and locate many of the world's most famous mountain regions on maps.</p> <p>Can locate the USA and Canada on a world map and atlas.</p> <p>Can locate and name the main countries in South America on a world map and atlas.</p> <p><i>*Can begin to recognise the climate of a given country according to its location on a map.</i></p>	<p>Can recognise key symbols used on Ordnance Survey maps.</p> <p>Can name the largest desert in the world.</p> <p>Can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>Can explain how the time zones work.</p> <p><i>*Can name and locate the main canals that link different continents.</i></p> <p><i>*Can name the main lines of latitude and meridian of longitude.</i></p>
<b>Music: Performing</b>	<p>Can sing in tune with expression.</p> <p>Can control their voice when singing.</p> <p>Can play clear notes on instruments.</p> <p><i>*Can work with a partner to create a piece of music using more than one instrument.</i></p>	<p>Can perform a simple part rhythmically.</p> <p>Can sing songs from memory with accurate pitch.</p> <p>Can improvise using repeated patterns.</p>	<p>Can breathe in the correct place when singing.</p> <p>Can sing and use their understanding of meaning to add expression.</p> <p>Can maintain their part whilst others are performing their part.</p>	<p>Can sing a harmony part confidently and accurately.</p> <p>Can perform parts from memory.</p> <p>Can perform using notations.</p> <p>Can take the lead in a performance.</p> <p>Can take on a solo part.</p> <p>Can provide rhythmic support.</p>



		<p><i>*Can use selected pitches simultaneously to produce simple harmony</i></p>	<p>Can perform 'by ear' and from simple notations.</p> <p>Can improvise within a group using melodic and rhythmic phrases.</p> <p>Can recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p><i>*Can use pitches simultaneously to produce harmony by building up simple chords.</i></p> <p><i>*Can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</i></p>	<p><i>*Can perform a piece of music which contains two or more distinct melodic or rhythmic parts, knowing how the part will fit together.</i></p>
<b>Music: Composing</b>	<p>Can use different elements in their composition.</p> <p>Can create repeated patterns with different instruments.</p> <p>Can compose melodies and songs.</p> <p>Can create accompaniments for tunes.</p> <p>Can combine different sounds to create a specific mood or feeling.</p> <p><i>*Can understand metre in 2 and 3 beats; then 4 and 5 beats.</i></p> <p><i>*Can understand how the use of tempo can provide contrast within a piece of music.</i></p>	<p>Can use notations to record and interpret sequences of pitches.</p> <p>Can use standard notation.</p> <p>Can use notations to record compositions in a small group or on their own.</p> <p>Can use their notation in a performance.</p> <p><i>*Can explore and use sets of pitches, e.g. 4 or 5 note scales.</i></p> <p><i>Can show how they can use dynamics to provide contrast.</i></p>	<p>Can change sounds or organise them differently to change the effect.</p> <p>Can compose music which meets specific criteria.</p> <p>Can use their notations to record groups of pitches.</p> <p>Can use a music diary to record aspects of the composition process.</p> <p>Can choose the most appropriate tempo for a piece of music.</p> <p><i>*Can understand the relation between pulse and syncopated patterns.</i></p> <p><i>*Can identify how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</i></p>	<p>Can use a variety of different musical devices in their compositions.</p> <p>Can recognise that different forms of notation serve different purposes.</p> <p>Can use different forms of notation.</p> <p>Can combine groups of beats.</p> <p><i>*Can show how a small change of tempo can make a piece of music more effective.</i></p> <p><i>*Can use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</i></p>
<b>Music: Appraising</b>	<p>Can improve their work; explaining how it has improved.</p> <p>Can use musical words to describe a piece of music and compositions.</p>	<p>Can explain the place of silence and say what effect it has.</p> <p>Can start to identify the character of a piece of music.</p>	<p>Can describe, compare and evaluate using musical vocabulary.</p> <p>Can explain why they think their music is successful or unsuccessful.</p>	<p>Can refine and improve their work.</p> <p>Can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>

	<p>Can use musical words to describe what they like and dislike.</p> <p>Can recognise the work of at least one famous composer.</p> <p><i>*Can tell whether a change is gradual or sudden.</i></p> <p><i>*Can identify repetition, contrasts and variations.</i></p>	<p>Can describe and identify the different purposes of music.</p> <p>Can begin to identify with the style of work of Beethoven, Mozart and Elgar.</p> <p><i>*Can identify how a change in timbre can change the effect of a piece of music.</i></p>	<p>Can suggest improvements to their own or others' work.</p> <p>Can choose the most appropriate tempo for a piece of music.</p> <p>Can contrast the work of famous composers and show preferences.</p> <p><i>*Can explain how tempo changes the character of music.</i></p> <p><i>*Can identify where a gradual change in dynamics has helped to shape a phrase of music.</i></p>	<p>Can analyse features within different pieces of music.</p> <p>Can compare and contrast the impact that different composers from different times will have had on the people of their time.</p> <p><i>*Can appraise the introductions, interludes and endings for songs and compositions they have created.</i></p>
<b>Spanish: Listening and responding</b>	<p>Can understand short passages made up of familiar language.</p> <p>Can understand instructions, messages and dialogues within short passages.</p> <p>Can identify and note the main points and give a personal response on a passage.</p>	<p>Can understand short passages made up of familiar language.</p> <p>Can understand instructions, messages and dialogues within short passages.</p> <p>Can identify and note the main points and give a personal response on a passage.</p>	<p>Can understand longer passages made up of familiar language in simple sentences.</p> <p>Can identify the main points and some details.</p>	<p>Can understand longer passages made up of familiar language in simple sentences.</p> <p>Can identify the main points and some details.</p>
<b>Spanish: Speaking</b>	<p>Can have a short conversation where they are saying 2-3 things.</p> <p>Can use short phrases to give a personal response.</p>	<p>Can have a short conversation where they are saying 2-3 things.</p> <p>Can use short phrases to give a personal response.</p>	<p>Can hold a simple conversation with at least 3 – 4 exchanges.</p> <p>Can use their knowledge of grammar to adapt and substitute single words and phrases.</p>	<p>Can hold a simple conversation with at least 3 – 4 exchanges.</p> <p>Can use their knowledge of grammar to adapt and substitute single words and phrases.</p>
<b>Spanish: Reading and responding</b>	<p>Can read and understand short texts using familiar language.</p> <p>Can identify and note the main points and give a personal response.</p> <p>Can read independently.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p>	<p>Can read and understand short texts using familiar language.</p> <p>Can identify and note the main points and give a personal response.</p> <p>Can read independently.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p>	<p>Can understand a short story or factual text and note some of the main points.</p> <p>Can use context to work out unfamiliar words.</p>	<p>Can understand a short story or factual text and note some of the main points.</p> <p>Can use context to work out unfamiliar words.</p>
<b>Spanish: Writing</b>	<p>Can write 2-3 short sentences on a familiar topic.</p> <p>Can say what they like and dislike about a familiar topic.</p>	<p>Can write 2-3 short sentences on a familiar topic.</p> <p>Can say what they like and dislike about a familiar topic.</p>	<p>Can write a paragraph of about 3-4 simple sentences.</p> <p>Can adapt and substitute individual words and phrases.</p>	<p>Can write a paragraph of about 3-4 simple sentences.</p> <p>Can adapt and substitute individual words and phrases.</p>

			Can use a dictionary or glossary to check words they have learnt.	Can use a dictionary or glossary to check words they have learnt.
<b>PSHE: Celebrating Differences</b>	<p>Can tell someone something that will make them happy or unhappy.</p> <p>Can give a compliment.</p> <p>Can tell someone about a time when words affected someone's feeling and what the consequences were.</p> <p>Can give and receive compliments and know how this feels.</p> <p><i>*Can recognise and describe a time when words affected someone's feelings and explain the effect this has on relationships.</i></p> <p><i>*Can give and receive genuine compliments and know how this feels and affects them and the other person.</i></p>	<p>Can tell someone about first impressions.</p> <p>Can explain how it is good to get to know someone before making judgements about them.</p> <p>Can tell someone a time when their first impression of someone changed as they got to know them.</p> <p>Can explain why it is good to accept people for who they are.</p> <p><i>*Can use a variety of examples to show how first impressions can be misleading.</i></p> <p><i>*Can consider how people form opinions of people and explain why it is good accept people for who they are.</i></p>	<p>Can give some examples of bullying behaviours including direct and indirect types.</p> <p>Can tell someone why bullying is hurtful and wrong.</p> <p>Can explain the differences between direct and indirect types of bullying.</p> <p>Can explain some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p><i>*Can consider a range of bullying behaviours and understand the impact these may have.</i></p> <p><i>*Can recognise some of the reasons and feelings that motivates some children to bully and suggest why some children are the victims of bullying.</i></p>	<p>Can tell someone ways that difference can be a source of conflict in people's lives.</p> <p>Can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Can show empathy within people in certain situation.</p> <p><i>*Can talk about one thing that makes someone different from their friends.</i></p> <p><i>*Can express how they feel.</i></p>
<b>PSHE: Dreams and Goals</b>	<p>Can tell someone something I did well in a learning challenge and something I want to get better.</p> <p>Can talk about what I did well and how this makes me feel.</p> <p>Can evaluate my own learning process and identify how it can be better next time.</p> <p>Can be confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p><i>Can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time.</i></p>	<p>Can know that things I try to do can go wrong and can tell you why it is good to try again.</p> <p>Can overcome disappointment and look ahead to the next time.</p> <p>Can make a new plan and set new goals even if I have been disappointed.</p> <p>Can explain what it means to be resilient and to have a positive attitude.</p> <p><i>Can deal with disappointment by analysing using what went wrong and I can use the lessons from a bad experience to help me plan new goals.</i></p>	<p>Can suggest examples of dreams and goals a young person might have in a culture different from mine. Can then compare these with my own.</p> <p>Can describe the dreams and goals of a young person in culture different from mine and can reflect on how these relate to my own.</p> <p><i>Can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</i></p> <p><i>Can evaluate the ways in which our opportunities and life chances are different.</i></p>	<p>Can tell someone something I can do, working with other people, to help make the world a better place.</p> <p>Can tell someone how I feel about people in the world who face hardship in their lives.</p> <p>Can describe some ways in which I can work with other people to help make the world a better place.</p> <p>Can identify why I am motivated to make the place a better place.</p> <p><i>Can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action.</i></p>

	<i>Can be confident to share with others both my success and the difficulties I have faced, and I know how to store my feelings of success in my internal treasure chest.</i>	<i>Can explain resilience and a positive attitude contribute to a greater chance of success.</i>		<i>Can show how choice is based on an awareness of the experience and the needs of the people affected.</i>
<b>PSHE: Healthy Me</b>	<p>Can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe.</p> <p>Can tell someone if I feel scared.</p> <p>Can identify things, people, places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>Can express how being anxious or scared feels.</p> <p><i>Can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom.</i></p> <p><i>Can express and respond appropriately to feelings of anxiety or fear.</i></p>	<p>Can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me.</p> <p>Can say how it feels when someone else is pushing me to do something.</p> <p>Can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Can identify feeling of anxiety and fear associated with peer pressure.</p> <p><i>Can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this.</i></p> <p><i>Can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices.</i></p>	<p>Can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives.</p> <p>Can tell you why my body is good the way it is.</p> <p>Can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.</p> <p>Can respect and value my body.</p> <p><i>Can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressure and the various eating disorders people can develop.</i></p> <p><i>Can respect and value my body and I understand the part this plays in maintaining my self confidence.</i></p>	<p>Can give examples of safe and unsafe ways in which people can use alcohol.</p> <p>Can tell you how I feel about using alcohol when I am older.</p> <p>Can evaluate when alcohol is being used responsibly, anti socially or being misused.</p> <p>Can tell someone how I feel about using alcohol when I am older and my reasons for this.</p> <p><i>Can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse.</i></p> <p><i>Can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.</i></p>
<b>PSHE: Relationships</b>	<p>Can name some examples of things I use every day that have been produced by people in other parts of the world.</p> <p>Can explain how some of the actions and work of people around the world help and influence my life.</p> <p><i>Can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood.</i></p>	<p>Can express what I think and feel about an animals rights issue.</p> <p>Can explain different points of view on an animal rights issue.</p> <p><i>Can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this.</i></p>	<p>Can tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>Can tell some reasons why using technology to communicate could lead to harm for myself or others.</p> <p>Can explain how to stay safe when using technology to communicate with my friends.</p> <p>Can recognise and resist pressures to use technology in ways that may</p>	<p>Can give an example of a situation where someone tries to 'boss' or control other people.</p> <p>Can suggest a good way of standing up to someone who behaved like that.</p> <p>Can recognise when people are trying to gain power or control.</p> <p>Can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>

	<p><i>Can express a sense of the responsibility we have for each other because of these connections.</i></p>		<p><i>be risky or cause harm to myself or others.</i></p> <p><i>Can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe.</i></p> <p><i>Can explain the pressure that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures.</i></p>	<p><i>Can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways.</i></p> <p><i>Can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.</i></p>
<b>PSHE: Changing Me</b>	<p><i>Can explain some of the ways that boys' and girls' bodies change on the inside as they grow up, and know these changes are connected to making a baby.</i></p> <p><i>Can explain something that worries me about the idea of growing up.</i></p> <p><i>Can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</i></p> <p><i>Can recognise how I feel about these changes happening to me and know how to cope with these feelings.</i></p> <p><i>Can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</i></p>	<p><i>Can describe something I am looking forward to when I am in Year 5.</i></p> <p><i>Can tell you something that I think I can change for myself when I am in Year 5.</i></p> <p><i>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</i></p> <p><i>Can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control.</i></p> <p><i>Can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes.</i></p>	<p><i>Can identify some changes that happen to girls' and boys' bodies during puberty.</i></p> <p><i>Can explain how my body will change during puberty and can explain how I feel about it.</i></p> <p><i>Can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and understand the emotional changes that may take place at the same time.</i></p> <p><i>Can consider how these changes will affect me and prepare myself for the feelings I may experience.</i></p>	<p><i>Can identify the main stages by which a baby develops through conception, pregnancy and birth.</i></p> <p><i>Can tell you some words that describe my feelings about this. Can explain the stages of labour.</i></p> <p><i>Can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</i></p>
<b>PE: Acquiring and developing skills</b>	<p><i>Can select and use the most appropriate skills, actions or ideas.</i></p> <p><i>Can move and use actions with co-ordination and control.</i></p>	<p><i>Can select and use the most appropriated skills, actions or ideas.</i></p> <p><i>Can move and use actions with co-ordination and control.</i></p>	<p><i>Can link skills, techniques and ideas and apply them accurately and appropriately.</i></p> <p><i>Can show good control in their movement.</i></p>	<p><i>Can apply their skills, techniques and ideas consistently.</i></p> <p><i>Can show precision, control and fluency.</i></p>

		<i>Can make up their own small-sided game.</i>		
<b>PE: Evaluating and improving</b>	<p><i>Can explain how their work is similar and different from that of others.</i></p> <p><i>With help, they can recognise how performances could be improved.</i></p>	<p><i>Can explain how their work is similar and different from that of others.</i></p> <p><i>Can use their comparison to improve their work.</i></p>	<p><i>Can compare and comment on skills, techniques and ideas that they and others have used.</i></p> <p><i>Can use their observations to improve work.</i></p>	<p><i>Can analyse and explain why they have used specific skills or techniques.</i></p> <p><i>Can modify use of skills or techniques to improve their work.</i></p> <p><i>Can create their own success criteria for evaluating.</i></p>
<b>PE: Health and fitness</b>	<p><i>Can explain why it is important to warm – up and cool down.</i></p> <p><i>Can identify some muscle groups used in gymnastic activities.</i></p>	<p><i>Can explain what warming up is important.</i></p> <p><i>Can explain why keeping fit is good for their health.</i></p>	<p><i>Can explain some important safety principles when preparing for exercise.</i></p> <p><i>Can explain what effect exercise has on their body.</i></p> <p><i>Can explain why exercise is important.</i></p>	<p><i>Can explain how the body reacts to different kinds of exercise.</i></p> <p><i>Can choose appropriate warm ups and cool downs.</i></p> <p><i>Can explain why we need regular and safe exercise.</i></p>
<b>PE: Dance</b>	<p><i>Can improvise feely, translating ideas from a stimulus into movement.</i></p> <p><i>Can share and create phrases with a partner and in small groups.</i></p> <p><i>Can repeat, remember and perform these phrases in a dance.</i></p>	<p><i>Can take the lead when working with a partner or group.</i></p> <p><i>Can use dance to communicate an idea.</i></p> <p><i>Can work on their movements and refine them.</i></p> <p><i>Can make their dances clear and fluent.</i></p>	<p><i>Can compose their own dances in a creative and imaginative way.</i></p> <p><i>Can perform to an accompaniment, expressively and sensitively.</i></p> <p><i>Can control their movements.</i></p> <p><i>Can produce dance shows with clarity, fluency, accuracy and consistency.</i></p>	<p><i>Can develop imaginative dances in a specific style.</i></p> <p><i>Can choose their own music, style and dance.</i></p>
<b>PE: Games</b>	<p><i>Can throw and catch with control when under limited pressure</i></p> <p><i>They are aware of space and use it to support team-mates and cause problems for the opposition.</i></p> <p><i>They know and use rules fairly to keep games going.</i></p> <p><i>Can keep possession with some success when using equipment that is not used for throwing and catching skills.</i></p>	<p><i>Can catch with one hand.</i></p> <p><i>Can throw and catch accurately.</i></p> <p><i>Can hit a ball accurately and with control.</i></p> <p><i>Can keep possession of the ball.</i></p> <p><i>Can move to find a space when they are not in possession during a game.</i></p> <p><i>Can vary tactics and adapt skills according to what is happening.</i></p>	<p><i>Can gain possession by working as a team.</i></p> <p><i>Can pass in different ways.</i></p> <p><i>Can use forehand and backhand with a racquet.</i></p> <p><i>Can field.</i></p> <p><i>Can choose the best tactics for attacking and defending.</i></p> <p><i>Can use a number of techniques to pass, dribble and shoot.</i></p>	<p><i>Can explain complicated rules.</i></p> <p><i>Can make a team plan and communicate it to others.</i></p> <p><i>Can lead others in a game situation.</i></p>

<b>PE: Gymnastics</b>	<p><i>Can use a greater number of their own ideas for movement in response to a task.</i></p> <p><i>Can adapt sequences to suit different types of apparatus and their partners ability.</i></p> <p><i>Can explain how strength and suppleness affects performances.</i></p> <p><i>Can compare and contrast gymnastic sequences, commenting on similarities and differences.</i></p>	<p><i>Can work in a controlled way.</i></p> <p><i>Can include change of speed.</i></p> <p><i>Can include a change of direction.</i></p> <p><i>Can include a range of shapes.</i></p> <p><i>Can follow a set of 'rules' to produce a sequence.</i></p> <p><i>Can work with a partner to create, repeat and improve a sequence with at least three phrases.</i></p>	<p><i>Can make a complex or extended sequence.</i></p> <p><i>Can combine action, balance and shape.</i></p> <p><i>Can perform consistently to different audiences.</i></p> <p><i>Can make their movements accurate, clear and consistent.</i></p>	<p><i>Can combine their own work with that of others.</i></p> <p><i>Can link their sequences to specific timings.</i></p>
<b>PE: Athletics</b>	<p><i>Can run at fast, medium and slow speeds, changing speed and direction.</i></p> <p><i>Can link running and jumping activities with some fluency, control and consistency,</i></p> <p><i>Can make up and repeat a short sequence of linked jumps.</i></p> <p><i>Can take part in a relay activity, remembering when to run and what to do.</i></p> <p><i>Can throw a variety of objects, changing their action for accuracy and distance.</i></p>	<p><i>Can run over a long distance.</i></p> <p><i>Can spring over a short distance.</i></p> <p><i>Can throw in different ways.</i></p> <p><i>Can hit a target.</i></p> <p><i>Can jump in different ways.</i></p>	<p><i>Can control when taking off and landing in a jump.</i></p> <p><i>Can throw accurately.</i></p> <p><i>Can combine running and jumping.</i></p> <p><i>Can follow specific rules.</i></p>	<p><i>Can demonstrate stamina.</i></p> <p><i>Can use their skills in different situations.</i></p>
<b>PE: Outdoor/Adventurous</b>	<p><i>Can follow a map in a familiar context.</i></p> <p><i>Can move from one location to another following a map.</i></p> <p><i>Can use clues to follow a route.</i></p> <p><i>Can follow a route safely.</i></p>	<p><i>Can follow a map in a more demanding familiar context.</i></p> <p><i>Can move from one location to another following a map.</i></p> <p><i>Can use clues to follow a route.</i></p> <p><i>Can follow a route accurately, safely and within a time limit.</i></p>	<p><i>Can follow a map in an unknown location.</i></p> <p><i>Can use clues and compass directions to navigate a route.</i></p> <p><i>Can change their route if there is a problem.</i></p> <p><i>Can change their plan if they get new information.</i></p>	<p><i>Can plan a route and series of clues for someone else.</i></p> <p><i>Can plan with others taking account of safety and danger.</i></p>