

# Year 1

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I can talk about the main differences between old and new objects</li> <li>- I can identify objects as belonging to the present or the past</li> <li>- I recognise household objects from the past and present</li> <li>- I can distinguish between present and past in my own and other people's lives</li> <li>- I can put objects in order of how old they are</li> <li>- I have a good knowledge about how objects in the past were used</li> <li>- I am beginning to compare my home life now with that of my grandparents</li> <li>- I can begin to explain why people from different times lived in different styles of homes</li> <li>- I use ICT skills to classify historical information and present findings in different ways</li> <li>- I am beginning to give some reasons for the differences between old and new toys and household objects</li> </ul>	<ul style="list-style-type: none"> <li>- Using maps or plans, I can talk about my local area</li> <li>- I know that houses in most streets have numbers and that the numbers have a specific order</li> <li>- I am able to find pictures of specific places using the internet (sometimes I need help with this)</li> <li>- I can talk with my friends about the celebrations, customs, festivals and practices of a variety of different groups</li> <li>- I can discuss ways of tackling specific issues in my area, eg, parking outside school</li> <li>- I have ideas about why seaside resorts around the world can be popular</li> <li>- I know that geographical features differ from place to place, e.g. some areas are flat whilst others are hilly</li> <li>- I am familiar with and have views about a contrasting environment in the UK</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise and explore how sounds can be changed</li> <li>- I can talk knowledgeably about feelings evoked by a piece of music or dance</li> <li>- I enter into a given role in response to story or music and develop this imaginatively</li> <li>- I can recognise that different musical instruments create different moods and feelings</li> <li>- I can clap short rhythms</li> <li>- I can listen carefully and recall short rhythmic and melodic patterns</li> <li>- I recognise that my voice can be used in different ways, and I am beginning to find my singing voice</li> <li>- I use voice expressively by singing songs and speaking chants</li> </ul>	<ul style="list-style-type: none"> <li>- With support, I can build a model from reclaimed materials</li> <li>- I can construct models mainly from one type of kit, following instructions or plans</li> <li>- I can join construction kit components together and combine them with other materials</li> <li>- I can construct a model home, incorporating the main features of windows and doors</li> <li>- I can incorporate some type of movement into my model</li> <li>- I can show an understanding of different types of buildings and their main features</li> <li>- I can easily identify what is, and what is not, working well with my model</li> <li>- I have a basic understanding of structures to make my models strong and stable</li> <li>- I can add more details and features to a construction, (eg, stairs, interior rooms, cut-out windows, curtains, gutters) and be able to say why they have included them</li> </ul>	<ul style="list-style-type: none"> <li>- I can create moods in drawings and paintings</li> <li>- I use drawings and paintings to communicate ideas about myself</li> <li>- I can use a simple painting program to create a picture</li> <li>- I can talk about which art work I like and why I like it</li> <li>- I talk about the differences between two pieces of art work</li> <li>- I can use tools like colour fill and brushes in a painting package</li> <li>- My self portraits give a good indication of what I feel about myself</li> <li>- I am able to ask sensible questions about the art work of famous people</li> <li>- I explore and use man-made and natural materials to communicate ideas through collage</li> </ul>	<ul style="list-style-type: none"> <li>- I know that the body becomes hot when I have been running around and notice that my heart rate increases</li> <li>- I am aware that, in order to remain healthy, I have to eat a balanced diet, exercise regularly, get plenty of sleep and keep myself clean</li> <li>- I can work out a simple movement on or off apparatus, with or without music, and remember it well enough to repeat it</li> <li>- I demonstrate good control of my body when using large or small apparatus</li> <li>- I can throw a small or medium-sized ball up to a distance of one metre and catch it with both hands</li> <li>- I am beginning to appreciate tactics in small games, e.g. I know where to stand to make it difficult for an opponent</li> <li>- I can remember and repeat short dance phrases, moving with good control</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about the changes that happen to humans and animals as they get older</li> <li>- I know that it is dangerous to look directly at the sun</li> <li>- I can identify the following parts of plants: leaf, root, stem and flower</li> <li>- I can tell the difference between living and non-living things</li> <li>- I can name some common plants</li> <li>- I know that it is more difficult to hear a sound when further away from the source</li> <li>- I know that plants need light and water to grow</li> <li>- I work co-operatively with a partner when investigating</li> </ul>

# Year 2

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I can accurately sequence events in someone's life, using books to do so</li> <li>- I can recount the life of someone that I have studied</li> <li>- I use a time line to sequence things correctly, using dates</li> <li>- I can use the computer to answer questions about the history of my local area</li> <li>- I can use videos, pictures and books to find out more about a famous person from the past</li> <li>- I can give at least one good reason for the actions of one person or a group of people from the past</li> <li>- I can recognise why eyewitness accounts of a famous event may vary</li> <li>- I am aware that actions taken by people in the past affect our lives today</li> <li>- I show a greater understanding of an event in history and can carry out more individual research on that event</li> <li>- I understand that my local area was different in the past</li> <li>- I know that, if I talk to someone about a historical issue or a problem, it can lead to my knowing more about it</li> </ul>	<ul style="list-style-type: none"> <li>- I know about the effects of weather on myself and my surroundings</li> <li>- I know that I live in the U.K. and that the U.K. is made up of England, Wales, Scotland and Northern Ireland</li> <li>- I can think of ways to improve my local area or my school</li> <li>- I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see</li> <li>- I can follow directions, including terms like 'front of', 'far', 'near', 'right', 'left', 'north', 'south', 'east' and 'west'</li> <li>- I can point to the place I live on the map of the U.K.</li> <li>- I show a greater understanding of a more distant place and can carry out more individual research on that country</li> <li>- I can use maps to find routes and can also find the longest and shortest routes</li> <li>- I can talk about likes and dislikes in relation to the environment</li> <li>- I can talk, with some confidence, about the differences between my local area and a contrasting place</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise and respond to changes in tempo (speed of pulse)</li> <li>- I identify and control confidently a variety of sounds on musical instruments</li> <li>- I listen carefully and recall short rhythmic and melodic patterns</li> <li>- I select the right instrument for a given situation and explain why I have chosen it</li> <li>- I work in partnership with a friend to create a sequence of long and short sounds</li> <li>- I carefully choose sounds and instruments and suggest how they should be used and played</li> <li>- I can create and perform music using more complex rhythms and patterns, including those from different times and cultures</li> <li>- I show considerable physical control of instruments and of my body, when performing and responding to music</li> </ul>	<ul style="list-style-type: none"> <li>- I can make a winding mechanism from construction kits</li> <li>- With support, I can create an object such as a puppet by gluing two pieces of fabric together and adding features, using appropriate materials and techniques</li> <li>- I can construct mechanisms by using construction kits and reclaimed materials</li> <li>- After clarifying ideas through discussion, I have gained an understanding of how simple mechanisms related to moving vehicles work</li> <li>- I select the right tools, techniques and materials and explain why I have chosen them</li> <li>- I can make a wheeled vehicle which moves and which generally matches my design intention</li> <li>- With minimal guidance, I can work with increasing care and accuracy, using the tools and techniques shown to me</li> <li>- When making an object such as a puppet, I add features to capture particular characteristics and expressions</li> <li>- I can create a working model which matches my design intention, after having made judgements about what I want the design to do</li> <li>- I can identify how well an object such as a puppet works in relation to simple design criteria</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise the differences when using a hard or soft pencil or thick or thin brushes</li> <li>- I can describe properties of shapes using correct mathematical vocabulary</li> <li>- I regularly consider the use of one of three grades of pencil when drawing, e.g. 4B, HB or 4H</li> <li>- I use a view finder to focus on a specific part of an artifact before drawing it</li> <li>- I am able to mix and match colours, predict outcomes, name colours and make my own black or brown</li> <li>- I can give reasons for some of the actions of a famous artist (or the reasons for a why a piece of art work is as it is)</li> <li>- I am beginning to appreciate the impact of light and dark on simple objects</li> <li>- I can select and use simple ICT mark-making tools, e.g. brush and pen tools</li> </ul>	<ul style="list-style-type: none"> <li>- I understand why it is important to warm up before dancing or performing a gymnastic movement</li> <li>- I can think of more than one way to create a sequence linking certain aspects such as balance, shape and roll</li> <li>- I often work with a partner to create a dance or gymnastic sequence</li> <li>- I can express idea, feeling and mood of intended dance phrase</li> <li>- With a partner, I can create, repeat and improve a sequence showing at least 3 phases</li> <li>- I am happy to talk about a dance idea and respond to the ideas of others in order to extend my thinking</li> <li>- In gymnastics and dance, I can perform movements with skill and safety, showing good awareness of space and partner's needs</li> <li>- I can kick a ball accurately to a partner or to a point over a distance of 10m</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell the difference between living and non-living objects by the way they move and grow</li> <li>- I can explain what happens if a plant is not given light</li> <li>- I know about a balanced diet and can explain why it is important to keep healthy</li> <li>- I can name some materials that occur naturally</li> <li>- I can make predictions about outcomes when testing materials</li> <li>- I know that animals produce young</li> <li>- I know that heat can change materials into other types of material</li> <li>- I know that electricity can be dangerous and I can explain why</li> <li>- I know that different plants and animals live in certain places and I can give examples of these</li> <li>- I know how to set up an experiment about the way objects move, and can tell if an experiment is a fair one</li> </ul>

# Year 3

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I can give at least one good reason for the actions of one person or a group of people from the past</li> <li>- I can recognise why eye-witness accounts of a famous event may vary</li> <li>- I am aware that actions taken by people in the past affect our lives today</li> <li>- I show a greater understanding of an event in history and can carry out more individual research on that event</li> <li>- I understand that my local area was different in the past</li> <li>- I know that, if I talk to someone about a historical issue or a problem, it can lead to my knowing more about it</li> <li>- I know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>- I recognise some of the similarities and differences in living conditions between a time in the past and now in my area</li> <li>- I recognise that people who have lived in the past will have helped to shape our lives today</li> <li>- I recognise that the lives of wealthy people were very different from those of poor people</li> <li>- I give clear and detailed reasons why key events happened or historical people acted as they did</li> <li>- I use pictures of different sources and reconstructions to find out more about a particular period in history</li> </ul>	<ul style="list-style-type: none"> <li>- I can point to the place I live on the map of the U.K.</li> <li>- I show a greater understanding of a more distant place and can carry out more individual research on that country</li> <li>- I can use maps to find routes and can also find the longest and shortest routes</li> <li>- I can talk about likes and dislikes in relation to the environment</li> <li>- I can talk, with some confidence, about the differences between my local area and a contrasting place</li> <li>- I appreciate the difference between village, town and city</li> <li>- I know that people can affect the environment in good and bad ways</li> <li>- I know that different people across the world experience different weather patterns from our own</li> <li>- I use the right geographical words to describe features (eg temperature, transport, industry)</li> <li>- I can plan a visit to a specified place and work out how far away it is and how I might get there</li> </ul>	<ul style="list-style-type: none"> <li>- I work in partnership with a friend to create a sequence of long and short sounds</li> <li>- I carefully choose sounds and instruments and suggest how they should be used and played</li> <li>- I can create and perform music using more complex rhythms and patterns, including those from different times and cultures</li> <li>- I show considerable physical control of instruments and of my body, when performing and responding to music</li> <li>- I understand the importance of articulating the words to communicate the song to an audience</li> <li>- I compose and perform simple melodies and songs independently</li> <li>- I make up singing games with words, actions and a sense of pulse, and teach them to other children</li> <li>- I can adapt my performance to the demands of the task, using my knowledge of composition</li> </ul>	<ul style="list-style-type: none"> <li>- I can make a wheeled vehicle which moves and which generally matches my design intention</li> <li>- With minimal guidance, I can work with increasing care and accuracy, using the tools and techniques shown to me</li> <li>- When making an object such as a puppet, I add features to capture particular characteristics and expressions</li> <li>- I can create a working model which matches my design intention, after having made judgements about what I want the design to do</li> <li>- I can identify how well an object such as a puppet works in relation to simple design criteria</li> <li>- I know that most packaging can be unfolded to form a net</li> <li>- I can prepare a snack and discuss how it meets a given purpose</li> <li>- With support, I can work with others to create a model with a moving part controlled by a pneumatic system</li> <li>- I can investigate a commercially made package and can recognise how such packages are assembled</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to mix and match colours, predict outcomes, name colours and make my own black or brown</li> <li>- I can give reasons for some of the actions of a famous artist (or the reasons for a why a piece of art work is as it is)</li> <li>- I am beginning to appreciate the impact of light and dark on simple objects</li> <li>- I can select and use simple ICT mark-making tools, e.g. brush and pen tools</li> <li>- I can record first-hand observations using a range of appropriate materials</li> <li>- I successfully use ideas from my own sketchbooks to create and develop my own ideas</li> <li>- I investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making</li> <li>- I explore how visual qualities can be organised and combined for different purposes to communicate my ideas</li> <li>- I investigate lines, shapes, colours and textures to produce work on a theme</li> </ul>	<ul style="list-style-type: none"> <li>- With a partner, I can create, repeat and improve a sequence showing at least 3 phases</li> <li>- I am happy to talk about a dance idea and respond to the ideas of others in order to extend my thinking</li> <li>- In gymnastics and dance, I can perform movements with skill and safety, showing good awareness of space and partner's needs</li> <li>- I can kick a ball accurately to a partner or to a point over a distance of 10m</li> <li>- I plan, perform and repeat sequences that include changes of speed and level, clear shapes and quality of movement</li> <li>- I can move to find space when I am not in possession during a ball game</li> <li>- With partner or in a small group, I can create dance phrases that communicate our ideas</li> <li>- I refine my movements, taking into account any accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>- I know that animals produce young</li> <li>- I know that heat can change materials into other types of material</li> <li>- I know that electricity can be dangerous and I can explain why</li> <li>- I know that different plants and animals live in certain places and I can give examples of these</li> <li>- I know how to set up an experiment about the way objects move, and can tell if an experiment is a fair one</li> <li>- I know how to set out a circuit in a diagram and how the diagram will explain every part</li> <li>- I know what an adequate and varied diet for humans should comprise and know that there are many ways of achieving one</li> <li>- I know that plants need light, water and healthy leaves, roots and stems in order to grow well</li> <li>- I can tell what some common materials are used for and why they are used for certain tasks</li> <li>- I know that ice, steam and water are the same material and I know how to change one to another</li> </ul>

# Year 4

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>- I recognise some of the similarities and differences in living conditions between a time in the past and now in my area</li> <li>- I recognise that people who have lived in the past will have helped to shape our lives today</li> <li>- I recognise that the lives of wealthy people were very different from those of poor people</li> <li>- I give clear and detailed reasons why key events happened or historical people acted as they did</li> <li>- I use pictures of different sources and reconstructions to find out more about a particular period in history</li> <li>- I recognise the main similarities and differences between a time in the past and now</li> <li>- I show a degree of empathy with children who lived in the past</li> <li>- I can demonstrate knowledge and understanding of why people left their homeland to settle in other countries</li> <li>- I understand and begin to use the terms BC and AD to locate appropriate historical dates</li> <li>- I can recognise how the lives of people who lived in the past would be different from my own</li> <li>- I know that not everyone shares my views, beliefs and ideas about people and events in history</li> <li>- I can give more than one reason to support a historical argument</li> </ul>	<ul style="list-style-type: none"> <li>- I appreciate the difference between village, town and city</li> <li>- I know that people can affect the environment in good and bad ways</li> <li>- I know that different people across the world experience different weather patterns from our own</li> <li>- I use the right geographical words to describe features (eg temperature, transport, industry)</li> <li>- I can plan a visit to a specified place and work out how far away it is and how I might get there</li> <li>- I know that people living in warm climates dress differently from us and have to adapt their lives to their climate</li> <li>- I can measure wind speed, rainfall and noise levels around the school</li> <li>- I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character</li> <li>- I can account for my views of the environment, recognising that others may have reasons for thinking differently</li> <li>- I use the internet to find out about a contrasting locality</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the importance of articulating the words to communicate the song to an audience</li> <li>- I compose and perform simple melodies and songs independently</li> <li>- I make up singing games with words, actions and a sense of pulse, and teach them to other children</li> <li>- I can adapt my performance to the demands of the task, using my knowledge of composition</li> <li>- I sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression</li> <li>- I sing confidently in tune with awareness of breathing, diction, dynamics, phrasing and pitch control</li> <li>- I make up longer, more complex musical sequences, including contrasting pitch, dynamic range and rhythms</li> <li>- I recognise and make creative use of the way sounds can be changed, organised and controlled</li> </ul>	<ul style="list-style-type: none"> <li>- I know that most packaging can be unfolded to form a net</li> <li>- I can prepare a snack and discuss how it meets a given purpose</li> <li>- With support, I can work with others to create a model with a moving part controlled by a pneumatic system</li> <li>- I can investigate a commercially made package and can recognise how such packages are assembled</li> <li>- I can make mock-ups of my ideas before measuring, marking out, cutting and assembling with accuracy</li> <li>- I can produce labelled diagrams of ideas to be made at a later time</li> <li>- I consider a greater range of ways of making a structure stable, and can justify my choices</li> <li>- I can identify what is and is not working well with my chosen designs and suggest at least one modification</li> <li>- I can evaluate my structures in relation to my design criteria</li> </ul>	<ul style="list-style-type: none"> <li>- I can record first-hand observations using a range of appropriate materials</li> <li>- I successfully use ideas from my own sketchbooks to create and develop my own ideas</li> <li>- I investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making</li> <li>- I explore how visual qualities can be organised and combined for different purposes to communicate my ideas</li> <li>- I investigate lines, shapes, colours and textures to produce work on a theme</li> <li>- I can choose, from a range of media, the most appropriate way of communicating my ideas and experiences</li> <li>- My work reflects mood and emotion as well as visual representation</li> <li>- I use sketchbooks and select relevant visual information for my work</li> <li>- I can use the properties of shapes to explore patterns (eg tessellation, Islamic Art etc)</li> <li>- I experiment with different materials and techniques to find the best one for the purpose of my work</li> <li>- I use the internet to find out about artists and their paintings/ sculptures</li> </ul>	<ul style="list-style-type: none"> <li>- I plan, perform and repeat sequences that include changes of speed and level, clear shapes and quality of movement</li> <li>- I can move to find space when I am not in possession during a ball game</li> <li>- With partner or in a small group, I can create dance phrases that communicate our ideas</li> <li>- I refine my movements, taking into account any accompaniment</li> <li>- I choose the best pace for a running event, so that my running can be sustained</li> <li>- I can vary tactics and adapt skills according to what is happening within a game</li> <li>- I adapt and refine the way I use shape, movement, space and rhythm in my dances to express myself in the style of the dance I use</li> <li>- I make up own small-sided games and understand the point of the game</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to set out a circuit in a diagram and how the diagram will explain every part</li> <li>- I know what an adequate and varied diet for humans should comprise and know that there are many ways of achieving one</li> <li>- I know that plants need light, water and healthy leaves, roots and stems in order to grow well</li> <li>- I can tell what some common materials are used for and why they are used for certain tasks</li> <li>- I know that ice, steam and water are the same material and I know how to change one to another</li> <li>- I know how a shadow is formed and that a shadow is similar in shape to the object forming it</li> <li>- I can identify what is and is not working well with my investigation and can suggest at least one modification</li> <li>- I can set up fair experiments in order to find out more about the way plants grow</li> <li>- I know it is important to be accurate with my measurements and am beginning to use decimal notation to record them, eg, 1.3 m or 0.7kg</li> </ul>

# Year 5

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I recognise the main similarities and differences between a time in the past and now</li> <li>- I show a degree of empathy with children who lived in the past</li> <li>- I can demonstrate knowledge and understanding of why people left their homeland to settle in other countries</li> <li>- I understand and begin to use the terms BC and AD to locate appropriate historical dates</li> <li>- I can recognise how the lives of people who lived in the past would be different from my own</li> <li>- I know that not everyone shares my views, beliefs and ideas about people and events in history</li> <li>- I can give more than one reason to support a historical argument</li> <li>- I understand why different accounts of history can give a positive or a negative view of people in history, eg, the Vikings or the Romans</li> <li>- I can describe some features of an Ancient civilization being studied and can describe important features of life in that time, comparing life in different city states</li> <li>- I can summarise the main events from a period in history</li> <li>- I know how to compare and contrast aspects of the past with aspects of today</li> <li>- When carrying out independent research, I demonstrate good organisational skills which include finding appropriate historical resources</li> </ul>	<ul style="list-style-type: none"> <li>- I know that people living in warm climates dress differently from us and have to adapt their lives to their climate</li> <li>- I can measure wind speed, rainfall and noise levels around the school</li> <li>- I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character</li> <li>- I can account for my views of the environment, recognising that others may have reasons for thinking differently</li> <li>- I use the internet to find out about a contrasting locality</li> <li>- I recognise how the presence or absence of water can influence the character of places</li> <li>- I can offer appropriate observations about locations and the patterns made by human and physical features</li> <li>- I am beginning to understand the democratic process used to make local decisions</li> <li>- I appreciate the importance of location in understanding place, and offer explanations for patterns of physical or human features</li> <li>- I can plan a route thinking about different forms of transport to be used</li> <li>- I use multimedia presentations to explain my own and other people's views about environmental change</li> </ul>	<ul style="list-style-type: none"> <li>- I sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression</li> <li>- I sing confidently in tune with awareness of breathing, diction, dynamics, phrasing and pitch control</li> <li>- I make up longer, more complex musical sequences, including contrasting pitch, dynamic range and rhythms</li> <li>- I recognise and make creative use of the way sounds can be changed, organised and controlled</li> <li>- I perform rhythmic patterns confidently with a strong sense of pulse within simple cyclic patterns</li> <li>- I develop my own solutions to music making by choosing and applying a range of compositional principles</li> <li>- I use my understanding of composition to create music for myself and others in my group</li> <li>- I work creatively and imaginatively, both on my own and with a partner, to compose music from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>- I can make mock-ups of my ideas before measuring, marking out, cutting and assembling with accuracy</li> <li>- I can produce labelled diagrams of ideas to be made at a later time</li> <li>- I consider a greater range of ways of making a structure stable, and can justify my choices</li> <li>- I can identify what is and is not working well with my chosen designs and suggest at least one modification</li> <li>- I can evaluate my structures in relation to my design criteria</li> <li>- I can gather and use information to generate a number of ideas and select one design for making a musical instrument</li> <li>- I can use my experiences of food ingredients and cooking methods to help generate ideas</li> <li>- I can produce sketches and step-by-step plans and identify tools and materials</li> <li>- I gain an understanding of how electricity is used to drive products</li> <li>- I can evaluate critically both the appearance and function of a product against my original specifications</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose, from a range of media, the most appropriate way of communicating my ideas and experiences</li> <li>- My work reflects mood and emotion as well as visual representation</li> <li>- I use sketchbooks and select relevant visual information for my work</li> <li>- I can use the properties of shapes to explore patterns (eg tessellation, Islamic Art etc)</li> <li>- I experiment with different materials and techniques to find the best one for the purpose of my work</li> <li>- I use the internet to find out about artists and their paintings/ sculptures</li> <li>- I experiment with and combine materials and processes to design and make 3D form</li> <li>- I identify and express moods and feelings evoked by environmental factors</li> <li>- I collect visual and other information by observing and recording features of the environment</li> <li>- I identify and draw simple objects, and use marks and lines to produce texture</li> <li>- I investigate colour, shape and texture in textile materials and processes, and use these to communicate my ideas in a story</li> </ul>	<ul style="list-style-type: none"> <li>- I choose the best pace for a running event, so that my running can be sustained</li> <li>- I can vary tactics and adapt skills according to what is happening within a game</li> <li>- I adapt and refine the way I use shape, movement, space and rhythm in my dances to express myself in the style of the dance I use</li> <li>- I make up own small-sided games and understand the point of the game</li> <li>- I show good control, speed, strength and stamina when running, jumping and throwing</li> <li>- I perform a dance movement to an accompaniment, expressively and sensitively</li> <li>- I use a number of different techniques to pass, dribble and shoot during small-sided games</li> <li>- I apply basic principles of team play to keep possession of the ball</li> <li>- I can combine and perform gymnastic actions, shapes and balances, showing clarity, fluency, accuracy and consistency in my movements</li> </ul>	<ul style="list-style-type: none"> <li>- I know how a shadow is formed and that a shadow is similar in shape to the object forming it</li> <li>- I can identify what is and is not working well with my investigation and can suggest at least one modification</li> <li>- I can set up fair experiments in order to find out more about the way plants grow</li> <li>- I know it is important to be accurate with my measurements and am beginning to use decimal notation to record them, eg, 1.3 m or 0.7kg</li> <li>- I know that during exercise the heart beats faster to take blood more rapidly to the muscles</li> <li>- I can describe the processes of pollination, fertilisation, seed dispersal and germination</li> <li>- I know that the Earth, sun and moon are spherical and support this with some evidence</li> <li>- I can explain the relationship between liquids and solids in terms of evaporation</li> <li>- I know that it is daylight in the part of the Earth facing the sun</li> <li>- I can explain why it is important to use a number of seeds or plants in an investigation into growth and germination</li> </ul>

# Year 6

History	Geography	Music	DT	Art	PE	Science
<ul style="list-style-type: none"> <li>- I can explain some of the main events and changes in my locality during a given period</li> <li>- I make links between the changes and the causes of the changes within a given period, and describe these links in some detail</li> <li>- I use a range of sources to reconstruct aspects of the life of particular workers from another time in history</li> <li>- I demonstrate an ability to assess the importance of an individual to the history of the period</li> <li>- I use the internet to research in more detail information related to a particular event or people from history</li> <li>- I consider interpretations of an event by looking at other information, keeping in mind that some information is more reliable</li> <li>- I can understand why something introduced by an ancient civilization is still in use today</li> <li>- I can demonstrate factual knowledge and understanding about the everyday lives of men and women in a given civilisation and use it to describe the characteristic features</li> <li>- Through a multimedia presentation, I use information from the internet to show conclusions about my findings</li> <li>- I demonstrate an ability to assess the importance of an individual to the history of the period</li> <li>- I can choose a range of pictures and texts taken from the Internet to create a historical article</li> </ul>	<ul style="list-style-type: none"> <li>- I can plan a journey and think about different modes of transport that may need to be used</li> <li>- I can identify time differences from around the world</li> <li>- I can begin to contrast a town in a wealthy country with one in a less economically developed country</li> <li>- I know how changes to the environment can impact on the people who live there</li> <li>- I know about key places in the UK and Europe and I continually add to my knowledge</li> <li>- I recognise selected physical processes relating to rivers and mountains, and am beginning to appreciate how these can change the character of places</li> <li>- I can use six-figure grid references to identify and match coastal/ river features shown on maps and photographs</li> <li>- I can analyse population data from two settlements and describe the similarities and differences</li> <li>- I can work out what scales of maps mean (eg 1: 10 000 means that 1cm on the map represents 10 000cm in real life)</li> <li>- I can compare and contrast two localities from different parts of the world in terms of the physical processes in those places. I have ideas this affects the lives of people</li> <li>- I can work out journey times on flights around the world by using formulae and knowledge of time zones</li> </ul>	<ul style="list-style-type: none"> <li>- I appreciate the effects of the harmonies produced in two-part rounds</li> <li>- I show an understanding of how lyrics can reflect the cultural context and have social meaning</li> <li>- I create melodies with an understanding of the relationship between lyrics and melody in songwriting</li> <li>- I perform songs from memory with confidence and with an understanding of the meaning and impact of words</li> <li>- I show an understanding of how lyrics can reflect the cultural context and have social meaning</li> <li>- I appreciate the harmonies produced and work out drones and melodic ostinato and use them to accompany singing</li> <li>- I suggest ways to improve my own and others' compositions, using appropriate musical vocabulary</li> <li>- I create music which reflects given intentions, and use notations as a support for creative work and performance</li> </ul>	<ul style="list-style-type: none"> <li>- I can work independently and systematically to design and make a product of high quality, drawing on evaluations of existing products and trialling my own ideas</li> <li>- I can design and make a well-finished working model that incorporates a motor by which I can control the speed and direction of movement</li> <li>- I can analyse possible designs in some depth against the design criteria, displaying my awareness of constraints and the implication of changes</li> <li>- I can produce a working model which can rotate at different speeds and may include other rotating mechanisms</li> <li>- I use a range of ways of seeking the views of intended users of my products (market research)</li> <li>- I have developed criteria for judging the value of my own work and ideas or the work and ideas of others</li> <li>- I use my understanding of the characteristics of familiar products when developing and communicating my ideas</li> <li>- I communicate a range of different designs, aware of the constraints of some ideas</li> </ul>	<ul style="list-style-type: none"> <li>- I look for tones which express sadness or happiness</li> <li>- I investigate the way in which other cultures approach the depiction of the human figure</li> <li>- I successfully use shading to create mood and feeling</li> <li>- I use greater detail and proportions when drawing a face, eg facial lines and expressions</li> <li>- I investigate a range of materials and processes and combine and organise line, tone, shape and colour to represent figures and forms in movement</li> <li>- I can present my finished art work appropriately giving consideration to the audience</li> <li>- I adapt and refine work to reflect its meaning and purpose, keeping notes and annotations in my sketch books</li> <li>- I can give reasons why I have learnt so much from the work of past artists</li> <li>- I combine graphics and text based on my research of commercial design (eg to create a logo for a club etc)</li> <li>- I produce work that includes technical aspects, such as architectural design</li> </ul>	<ul style="list-style-type: none"> <li>- I know the position I am playing and how to contribute when attacking or defending</li> <li>- In gymnastics, I show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</li> <li>- I communicate the artistic intention of a dance clearly, fluently, musically and with control</li> <li>- I use a range of tactics for attacking and defending when batting, bowling or fielding</li> <li>- In gymnastics and dance, I combine my own work well with others' work, showing a good understanding of partners and group relationships</li> <li>- I suggest ways to improve my own and others' work, using appropriate dance or gymnastic vocabulary</li> <li>- I identify activities that help develop stamina and power and suggest how some can be used when warming up</li> <li>- Through discussion, I consider the ideas and opinions of others in order to improve my performance</li> </ul>	<ul style="list-style-type: none"> <li>- I can make distinctions between the properties of solids, liquids and gases</li> <li>- I know that the moon orbits the Earth, and I can identify patterns in secondary data about sunset and sunrise</li> <li>- I can identify that weight is a force and is measured in Newtons</li> <li>- I use knowledge about electrical conductors and insulators to answer questions about circuits</li> <li>- I know that irreversible changes often make new and useful materials</li> <li>- I can represent feeding relationships in food chains, beginning with green plants</li> <li>- I can explain that in some cases the new material arising from reversible and irreversible changes is gas</li> <li>- I can suggest, plan and develop lines of enquiry; collect, organise and represent information; interpret results and review methods; identify and answer related questions</li> <li>- I can explain how micro-organisms can move from one food source to another</li> <li>- I can explain the difference between shadow formation and reflection in terms of a path of light</li> </ul>