

CM NC14 Assessment Framework

Learning Objectives Overview



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English - Reading

Reading – Year 1

Year 1 Word Reading

Decode words using phonic knowledge and skills

Respond speedily to graphemes for all 40+ phonemes with correct sound or sounds

Read common exception words

Read words with contractions and understand that the apostrophe represents the omitted letter

Read aloud accurately with books that match their phonic knowledge

Year 1 Comprehension

Listen to and discuss texts at a level beyond that at which they can read independently

Retell familiar stories and consider their particular characteristics

Recognise and join in with predictable phrases

Appreciate rhymes and poems, and recite some by heart

Discuss word meanings, linking new meanings to those already known

Understand books, being read or listened to, using a range of strategies

Check the text makes sense as they read and correct inaccurate reading

Discuss the significance of the title and events, in books being read or listened to

Make inferences

Predict what might happen based on what has been read so far

Discuss their understanding of what is read to them

Reading – Year 2

Year 2 Word Reading

Decode words with two or more syllables

Read further common exception words

Read frequently encountered words quickly and accurately

Read aloud books closely matched to improving phonic knowledge

Year 2 Comprehension

Discuss and express views about what is read to them

Discuss the sequence of events in books and how items of information are related

Retell stories

Recognise simple recurring literary language in stories and poetry

Discuss and clarify the meanings of words

Discuss their favourite words and phrases

Recite learnt poems with appropriate intonation to make the meaning clear

Understand books, being read or listened to, using a range of strategies

Check the text makes sense as they read and correct inaccurate reading

Make inferences

Answer and ask questions to understand books

Predict what might happen based on what has been read so far

Discuss their understanding of books read to them and read themselves

Reading – Year 3

Year 3 Word Reading

Read aloud and understand the meaning of new words

Read further exception words

Year 3 Comprehension

Read and listen to books for a range of purposes

Use dictionaries to check the meaning of words they read

Retell some stories orally

Identify and discuss themes and conventions in a wide range of writing

Read poems and play scripts aloud; demonstrating understanding

Discuss words and phrases that capture the reader's interest and imagination

Recognise some different forms of poetry

Understand texts using a range of strategies

Draw inferences and justify with evidence

Predict what might happen from details stated and implied

Retrieve and summarise information from texts

Identify how language, structure, and presentation contribute to meaning

Discuss books that are read to them and those they can read for themselves

Reading – Year 4

Year 4 Word Reading

Read aloud and understand the meaning of new words

Read further exception words

Year 4 Comprehension

Read and listen to texts for a range of purposes

Use dictionaries to check the meaning of words they read

Retell some stories orally

Identify and discuss themes and conventions in and across a wide range of writing

Read poems and play scripts aloud; demonstrating understanding

Discuss words and phrases that capture the reader's interest and imagination

Recognise some different forms of poetry

Understand texts using a range of strategies

Draw inferences and justify with evidence

Predict what might happen from details stated and implied

Retrieve and summarise information from texts

Identify how language, structure, and presentation contribute to meaning

Discuss books that are read to them and those they can read for themselves

Reading – Year 5

Year 5 Word Reading

Read aloud and understand the meaning of new words they meet

Year 5 Comprehension

Read and discuss an increasingly wide range of texts for a range of purposes

Recommend books that they have read; giving reasons

Identify and discuss themes and conventions in and across a wide range of writing

Make comparisons within and across books

Read poems aloud and perform; communicating clear meaning to an audience

Use a range of strategies to understand books they read

Draw inferences and justify with evidence

Predict what might happen from details stated and implied

Retrieve and summarise information from texts, identifying key details

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language

Distinguish between fact and opinion

Discuss books; explain their understanding and justify their views

Reading – Year 6

Year 6 Word Reading

Read aloud and understand the meaning of new words they meet

Year 6 Comprehension

Continue to read and discuss an increasingly wide range of texts for a range of purposes

Recommend books that they have read; giving reasons

Identify and discuss themes and conventions in and across a wide range of writing

Make comparisons within and across books

Read poems aloud and perform; communicating clear meaning to an audience

Use a range of strategies to understand books they read

Draw inferences and justify with evidence

Predict what might happen from details stated and implied

Retrieve and summarise information from texts, identifying key details

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language

Distinguish between fact and opinion

Discuss books; explain their understanding and justify their views

Reading – Key Stage 3

KS3 Comprehension

Read a wide range of fiction and non-fiction

Choose and read books independently for challenge, interest and enjoyment

Re-read books to increase familiarity and provide a basis for comparisons

Learn new vocabulary

Make inferences and refer to evidence in the text

Know purpose, audience for and context of the writing and use to support comprehension

Check understanding to make sure that what is read makes sense

Know how language presents meaning

Recognise a range of poetic conventions and understand how they have been used

Study setting, plot, and characterisation, and the effects of these

Understand how performance and staging affect how a play is perceived

Make critical comparisons across texts

Read and analyse writing from a range of authors

English – Spoken Language

Year 1 – Spoken Language

At a level appropriate to Y1: listen and respond appropriately to adults and their peers.

At a level appropriate to Y1: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y1: use relevant strategies to build their vocabulary.

At a level appropriate to Y1: articulate and justify answers, arguments and opinions.

At a level appropriate to Y1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y1: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y1: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y1: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y1: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y1: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y1: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y1: select and use appropriate registers for effective communication.

Year 2 – Spoken Language

At a level appropriate to Y2: listen and respond appropriately to adults and their peers.

At a level appropriate to Y2: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y2: use relevant strategies to build their vocabulary.

At a level appropriate to Y2: articulate and justify answers, arguments and opinions.

At a level appropriate to Y2: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y2: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y2: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y2: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y2: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y2: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y2: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y2: select and use appropriate registers for effective communication.

Year 3 – Spoken Language

At a level appropriate to Y3: listen and respond appropriately to adults and their peers.

At a level appropriate to Y3: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y3: use relevant strategies to build their vocabulary.

At a level appropriate to Y3: articulate and justify answers, arguments and opinions.

At a level appropriate to Y3: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y3: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y3: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y3: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y3: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y3: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y3: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y3: select and use appropriate registers for effective communication.

Year 4 – Spoken Language

At a level appropriate to Y4: listen and respond appropriately to adults and their peers.

At a level appropriate to Y4: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y4: use relevant strategies to build their vocabulary.

At a level appropriate to Y4: articulate and justify answers, arguments and opinions.

At a level appropriate to Y4: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y4: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y4: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y4: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y4: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y4: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y4: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y4: select and use appropriate registers for effective communication.

Year 5 – Spoken Language

At a level appropriate to Y5: listen and respond appropriately to adults and their peers.

At a level appropriate to Y5: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y5: use relevant strategies to build their vocabulary.

At a level appropriate to Y5: articulate and justify answers, arguments and opinions.

At a level appropriate to Y5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y5: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y5: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y5: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y5: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y5: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y5: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y5: select and use appropriate registers for effective communication.

Year 6 – Spoken Language

At a level appropriate to Y6: listen and respond appropriately to adults and their peers.

At a level appropriate to Y6: ask relevant questions to extend their understanding and knowledge.

At a level appropriate to Y6: use relevant strategies to build their vocabulary.

At a level appropriate to Y6: articulate and justify answers, arguments and opinions.

At a level appropriate to Y6: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

At a level appropriate to Y6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

At a level appropriate to Y6: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

At a level appropriate to Y6: speak audibly and fluently with an increasing command of Standard English.

At a level appropriate to Y6: participate in discussions, presentations, performances, role play, improvisations and debates.

At a level appropriate to Y6: gain, maintain and monitor the interest of the listener(s).

At a level appropriate to Y6: consider and evaluate different viewpoints, attending to and building on the contributions of others.

At a level appropriate to Y6: select and use appropriate registers for effective communication.

Key Stage 3 – Spoken Language

Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.

Giving short speeches and presentations, expressing their own ideas and keeping to the point

Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

English Writing

Writing Year 1

Year 1 Transcription- Spelling

Spell words containing each of the 40+ phonemes already taught

Spell some common exception words and the days of the week

Name the letters of the alphabet in order

Use letter names to distinguish between alternative spellings of the same sound

Spell regular plurals

Use the prefix un–

Add suffixes where no change in spelling of root words

Write simple dictated sentences

Year 1 Transcription- Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Form lower and upper-case letters and digits 0-9

Year 1 Composition

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read and discuss what they have written

Read aloud their writing

Year 1 Vocabulary, grammar and punctuation

Leave spaces between words

Join words and clauses using 'and'

Use basic sentence punctuation

Use a capital letter for proper nouns

Use some grammatical terminology

Writing Year 2

Year 2 Transcription- Spelling

Segment words into phonemes and represent with graphemes

Spell further common exception words

Spell words with contracted forms

Use the possessive apostrophe

Add further suffixes

Write simple dictated sentences

Year 2 Transcription- Handwriting

Form lower case letters and start to join

Use appropriately-sized spacing between words

Year 2 Composition

Write for a range of purposes

Plan writing using a range of strategies

Re-read their writing to check sense, spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear

Year 2 Vocabulary, grammar and punctuation

- Use familiar and new punctuation correctly
- Use sentences with different forms
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently
- Use subordination and co-ordination
- Use some features of written Standard English
- Use and understand grammatical terminology

Writing Year 3

Year 3 Transcription- Spelling

- Use further prefixes and suffixes and understand how to add them
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in plurals
- Check spelling in a dictionary
- Write simple dictated sentences

Year 3 Transcription- Handwriting

- Handwriting is legible and consistent with appropriate joins

Year 3 Composition

- Identify key organisational and language features in a writing model
- Discuss and record ideas with others when planning writing
- Sentences have a range of structures with varied and rich vocabulary
- Paragraphs organised around themes
- Narratives have simple settings, characters and plot

Simple organisational devices used in non-narrative writing

Correct and improve writing with reference to effectiveness

Read aloud their own writing so that the meaning is clear

Year 3 Vocabulary, grammar and punctuation

Use a wider range of conjunctions

Use the present perfect form of verbs

Choose nouns or pronouns appropriately

Use conjunctions, adverbs and prepositions to express time and cause

Form nouns using prefixes

Use the correct form of 'a' or 'an'

Use knowledge of related words and word families to deduce meaning

Use inverted commas to punctuate direct speech

Understand and use grammatical terminology accurately and appropriately

Writing Year 4

Year 4 Transcription- Spelling

Use further prefixes and suffixes and understand how to add them

Spell words that are often misspelt

Place the possessive apostrophe accurately in plurals

Check spelling in a dictionary

Write simple dictated sentences

Year 4 Transcription- Handwriting

Handwriting, at increased pace, maintains legibility, consistency and quality

Year 4 Composition

Identify structure, vocabulary and grammar in a writing model to inform own writing

Discuss and record ideas with others when planning writing

Sentences have a range of structures with use of new vocabulary

Organise and demarcate paragraphs appropriately

Narratives have settings, characters and plot with some detail

Simple organisational devices used in non-narrative writing

Correct and improve writing with reference to effectiveness

Read aloud their own writing, to larger groups, so that the meaning is clear

Year 4 Vocabulary, grammar and punctuation

Use subordinating conjunctions

Use the present perfect form of verbs

Choose nouns or pronouns appropriately

Use conjunctions, adverbs and prepositions to express time and cause

Form nouns using prefixes and give a clear definition

Consistently use the correct form of 'a' or 'an'

Use knowledge of root words and word families to deduce meaning

Use a wider range of sentence punctuation

Understand and use grammatical terminology accurately and appropriately

Writing Year 5

Year 5 Transcription- Spelling

Use further prefixes and suffixes

Spell some words with 'silent' letters

Use a range of strategies to spell accurately

Use a thesaurus

Year 5 Transcription- Handwriting

Ensure appropriate handwriting

Year 5 Composition

Select appropriate form for audience and purpose

Note and develop initial ideas for writing

Select appropriate grammar and vocabulary

Increase effectiveness of narrative writing

Précis longer passages

Use a wide range of devices to build cohesion within paragraphs

Use further organisational and presentational devices

Always proof-read writing for errors and effectiveness

Perform their own compositions

Year 5 Vocabulary, grammar and punctuation

Use the perfect form of verbs

Use expanded noun phrases

Use modal verbs and adverbs

Use relative clauses

Begin to use more advanced sentence punctuation

Convert nouns or adjectives into verbs using suffixes

Use verb prefixes

Use devices to build cohesion

Understand and use grammatical terminology accurately and appropriately

Writing Year 6

Year 6 Transcription- Spelling

Use further prefixes and suffixes

Spell some words with 'silent' letters

Use a range of strategies to spell accurately

Use a thesaurus

Year 6 Transcription- Handwriting

Ensure appropriate handwriting

Year 6 Composition

Select appropriate form for precise audience and purpose

Note and develop initial ideas for writing

Increase effectiveness of narrative writing

Choose grammar and vocabulary deliberately to change and enhance meaning

Précis longer passages, justifying inclusions and exclusions

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices

Ensure effectiveness of writing in terms of impact and suitability for audience and purpose

Perform their own compositions; engaging the audience

Year 6 Vocabulary, grammar and punctuation

Use formal vocabulary and structures, including subjunctive forms

Use passive verbs

Use the perfect form of verbs

Use expanded noun phrases

Use modal verbs or adverbs

Use relative clauses

Use advanced punctuation

Convert nouns or adjectives into verbs using suffixes

Use verb prefixes

Use devices to build cohesion

Understand and use grammatical terminology accurately and appropriately

Writing Year Key Stage 3

KS3 Composition

Write for a wide range of purposes and audiences

Summarise and organise material, and supporting ideas and arguments

Apply knowledge of vocabulary, grammar and text structure and select the appropriate form

Draw on knowledge of literary and rhetorical devices to enhance impact of writing

Consider how their writing reflects intended audiences and purposes

Amend vocabulary, grammar and structure of writing to improve coherence and effectiveness

Pay attention to accurate grammar, punctuation and spelling

Extend and apply knowledge of KS1 and 2 grammar to analyse texts

Study effectiveness and impact of grammatical features in texts they read

Use new vocabulary and grammatical constructions to achieve particular effects

Differentiate between spoken and written language

Use Standard English confidently

Discuss language with precise and confident use of linguistic and literary terminology

Mathematics

Mathematics Year 1

Year 1 Number and Place value

Count to and across 100

Count, read and write numbers to 100

Given a number, identify 1 more and 1 less

Count in multiples of 2s, 5s and 10s

Identify and represent numbers using objects and pictorial representations

Year 1 Addition and Subtraction

Read, write and interpret mathematical statements for addition and subtraction

Represent and use number bonds and related subtraction facts within 20

Add and subtract 1-digit and 2-digit numbers to 20

Solve 1-step addition and subtraction problems

Year 1 Multiplication and Division

Solve 1-step multiplication and division problems

Year 1 Fractions

Recognise, find and name a half and a quarter

Year 1 Geometry

Recognise and name common 2D and 3D-Shapes

Describe position, direction and movement, including basic turns

Year 1 Measurement

Make and record measurements and solve practical problems with them

Use the language of time and sequence events in chronological order

Tell the time to the hour and half past the hour

Mathematics Year 2

Year 2 Number and Place value

Count in steps of 2, 3, and 5 and in 10s

Understand and use place value of each digit in a 2-digit number

Read and write numbers to at least 100 in numerals and words

Solve number problems with number facts and place value from Y2 curriculum

Year 2 Addition and Subtraction

Solve addition and subtraction problems

Recall and use addition and subtraction facts to 20 and derive related facts up to 100

Recognise and use the inverse relationship between addition and subtraction

Add and subtract numbers

Year 2 Multiplication and Division

Recall and use multiplication and division facts for 2s, 5s and 10s; including recognising odd and even numbers

Calculate and write mathematical statements for multiplication and division

Show that multiplication is commutative and division is not

Solve multiplication and division problems

Year 2 Fractions

Recognise, find, name and write common fractions

Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Year 2 Geometry

Describe the properties of 2-D and 3-D shapes and sort them

Order and arrange mathematical objects in patterns and sequences

Describe position and movement using mathematical vocabulary

Year 2 Measurement

Use standard units to estimate and measure; compare and order them using $>$, $<$ and $=$

Solve simple money problems

Tell and write the time to 5 minutes and draw the hands on a clock face to show these times

Compare and sequence intervals of time

Year 2 Statistics

Use and present data in simple tables, simple pictograms, tally charts and block diagrams

Ask and answer questions about data

Mathematics Year 3

Year 3 Number and Place value

Count from 0 in multiples of 4, 8, 50 and 100

Find 10 or 100 more or less than a given number

Recognise and use the place value of each digit in a 3-digit number

Solve number and practical problems

Year 3 Addition and Subtraction

Mentally add and subtract numbers

Use formal written column addition and subtraction, with numbers with up to 3 digits

Solve addition and subtraction problems

Year 3 Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division, including 2-digit times 1-digit

Solve problems involving multiplication and division

Year 3 Fractions

Understand tenths

Recognise, find and write fractions of a discrete set of objects

Recognise and use fractions as numbers

Recognise and show equivalent fractions with small denominators

Year 3 Geometry

Draw 2-D shapes and make 3-D shapes

Understand and use right angles

Describe and recognise types of line

Year 3 Measurement

Measure, compare, add and subtract measures including calculating simple perimeters

Add and subtract amounts of money to give change

Tell and write the time from analogue 12-hour and 24-hour clocks

Compare durations of events; including knowing standard units of time

Year 3 Statistics

Interpret and present data in bar charts, pictograms and tables

Mathematics Year 4

Year 4 Number and Place value

Count in multiples of 6, 7, 9, 25 and 1,000

Count backwards through zero to include negative numbers

Understand place value of 4 digit numbers

Read Roman numerals to 100

Year 4 Addition and Subtraction

Use formal column addition and subtraction with numbers with up to 4 digits and check answers

Solve 2-step addition and subtraction problems

Year 4 Multiplication and Division

Recall multiplication and division facts for multiplication tables up to 12×12

Multiply and divide mentally

Use a formal written method to multiply 2-digit and 3-digit numbers by a 1-digit number

Solve problems involving multiplying and adding

Year 4 Fractions (inc decimals)

Solve problems with fractions from the Year 4 curriculum

Recognise and show, using diagrams, families of common equivalent fractions

Add and subtract fractions with the same denominator

Understand hundredths

Understand and use decimal place value to 2 decimal places

Solve simple measure and money problems involving fractions and decimals to 2 decimal places

Year 4 Geometry

Compare and classify geometric shapes based on their properties and sizes

Identify acute and obtuse angles and compare and order angles up to 2 right angles by size

Identify lines of symmetry in 2D-Shapes and complete a simple symmetric figure

Plot specified points on a 2D grid and draw sides to complete a given polygon

Year 4 Measurement

Estimate, measure and compare intervals of time and duration of events

Measure the perimeter of and find the area of a rectilinear shape by counting squares

Estimate, compare, calculate and convert different measures

Read, write and convert time between analogue and digital 12- and 24-hour clocks and different units of time

Year 4 Statistics

Interpret, present and solve problems with discrete and continuous data in a range of formats

Mathematics Year 5

Year 5 Number and Place value

Understand and use place value to at least 1,000,000

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Use and interpret negative numbers

Read Roman numerals to 1,000 and years written in Roman numerals

Year 5 Addition and Subtraction

Add and subtract whole numbers with more than 4 digits

Solve addition and subtraction multi-step problems

Year 5 Multiplication and Division

Understand and use multiples, factors and prime numbers

Use formal written calculation methods to multiply and divide

Multiply and divide mentally, including by 10, 100 and 1000

Recognise and use square and cube numbers and their notation

Solve multiplication and division problems

Solve problems with all four operations

Year 5 Fractions (including decimals and percentages)

Understand and use equivalent fractions

Recognise and use mixed numbers and improper fractions

Add and subtract fractions

Multiply proper fractions and mixed numbers by whole numbers

Understand and use decimal place value

Understand and use percentages

Year 5 Geometry

Identify 3-D shapes from 2-D representations

Identify, measure and draw angles

Distinguish between regular and irregular polygons

Identify, describe and represent translations and reflections of shapes

Year 5 Measurement

Convert between different metric units and between metric and common imperial units

Find the perimeter of composite rectilinear shapes

Calculate, compare and estimate area

Solve problems involving measure

Year 5 Statistics

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables

Mathematics Year 6

Year 6 Number and Place value

Understand and use place value up to 10,000,000

Use negative numbers in context and calculate intervals across zero

Year 6 Addition, Subtraction, Multiplication and Division

Use formal long multiplication, to multiply up to 4 digits by 2 digits

Use formal short and long division to divide up to 4 digits by 2 digits and interpret remainders

Perform mental calculations, including with mixed operations and large numbers

Identify common factors, common multiples and prime numbers

Use the order of operations to carry out calculations

Solve multi-step addition and subtraction problems in contexts

Year 6 Fractions (including decimals and percentages)

Convert between fractions

Compare and order fractions

Add and subtract fractions with different denominators and mixed numbers

Multiply simple pairs of proper fractions

Divide proper fractions by whole numbers

Calculate decimal equivalents for simple fractions

Understand and use decimal place value to 3dp

Multiply 1-digit numbers with up to 2 decimal places by whole numbers

Use written division where the answer has up to 2dp, rounding as appropriate

Recall and use equivalences between fractions, decimals and percentages

Year 6 Geometry

Draw 2D shapes and build simple 3D shapes to specifications

Compare and classify geometric shapes, including circles

Find unknown angles and lengths

Draw and translate shapes on the coordinate plane

Year 6 Measurement

Use, read and write standard units with up to 3 decimal places

Convert between miles and kilometres

Understand area and calculate it using formulae

Calculate, estimate and compare volume of cubes and cuboids

Year 6 Ratio

Solve problems involving the relative sizes of 2 quantities or shapes

Solve problems involving percentages

Solve problems involving unequal sharing and grouping

Year 6 Statistics

Understand and use pie charts and line graphs

Calculate and interpret the mean as an average

Year 6 Algebra

Use simple formulae

Generate and describe linear number sequences

Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with 2 unknowns

Enumerate possibilities of combinations of 2 variables

Mathematics Key Stage 3

KS3 Number

Understand and use place value for decimals, measures and integers of any size

Order numbers

Use concepts and vocabulary of prime numbers and factors

Use the four operations

Use conventional notation for the priority of operations

Recognise and use relationships between operations

Use integer powers and associated real roots

Interpret and compare numbers in standard form

Work interchangeably with terminating decimals and their corresponding fractions

Define and interpret percentages and percentage changes

Interpret fractions and percentages as operators

Use standard units of measure, including with decimal quantities

Round numbers and measures to an appropriate degree of accuracy

Estimate answers and calculate possible resulting errors

Use a calculator and other technologies to calculate results and interpret accurately

Appreciate the infinite nature of the sets of integers, real and rational numbers.

KS3 Algebra

Use and interpret algebraic notation

Substitute numerical values into formulae and expressions

Understand and use the concepts and vocabulary of algebra

Simplify and manipulate algebraic expressions to maintain equivalence

Understand use and rearrange standard mathematical formulae

Model situations or procedures using algebra and graphs

Solve linear equations in one variable

Work with coordinates in all four quadrants

Recognise, sketch and produce graphs of linear and quadratic functions of one variable

Interpret mathematical relationships both algebraically and graphically

Reduce a given linear equation in two variables to the standard form $y = mx + c$

Calculate and interpret gradients and intercepts of graphs of linear equations

Use graphs to estimate values and find approximate solutions to simultaneous linear equations

Find approximate solutions to contextual problems from given graphs of a variety of functions

Generate terms of a sequence

Recognise arithmetic sequences and find the n th term

Recognise geometric sequences and appreciate other sequences that arise.

KS3 Geometry and Measures

Derive and apply formulae to calculate and solve geometry and measure problems

Calculate and solve perimeter and area problems

Draw and measure line segments and angles in geometric figures

Derive and use the standard constructions; recognise and use perpendicular distance

Describe, sketch and draw using conventional terms and notations

Use the standard conventions for labelling triangles, and use the criteria for congruence of triangles

Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures

Identify properties of, and describe the results of, translations, rotations and reflections

Identify and construct congruent triangles, and similar shapes, with and without coordinate grids

Apply the properties of angles

Use the relationship between parallel lines and alternate and corresponding angles

Derive and use the sum of angles in a polygon, and use it to derive properties of regular polygons

Apply angle facts and shape properties to obtain simple proofs

Use Pythagoras' Theorem and trigonometric ratios to solve problems

Use properties to solve problems in 3-D

Interpret mathematical relationships both algebraically and geometrically.

KS3 Probability

Work on and represent simple probability experiments

Understand that the probabilities of all possible outcomes sum to 1

Enumerate sets and unions/intersections of sets systematically

Generate theoretical sample spaces and use these to calculate theoretical probabilities.

KS3 Ratio, proportion and rates of change

Change freely between related standard units

Use scale factors, scale diagrams and maps

Express one quantity as a fraction of another

Use ratio notation, including reduction to simplest form

Divide a given in a ratio; express the division of a quantity as a ratio

Express a multiplicative relationship as a ratio or a fraction

Relate ratios to fractions and to linear functions

Solve problems involving percentage change

Solve problems involving direct and inverse proportion

Use compound units to solve problems.

KS3 Statistics

Use observed distributions of a single variable

Construct and interpret appropriate tables, charts, and diagrams

Describe simple relationships between two variables and illustrate using scatter graphs.

KS3 Working mathematically

Extend understanding of number system and place value

Select and use appropriate calculation strategies to solve increasingly complex problems

Use algebra to generalise the structure of arithmetic

Substitute values in expressions, rearrange and simplify expressions, and solve equations

Move freely between different numerical, algebraic, graphical and diagrammatic representations

Develop algebraic and graphical fluency

Use language and properties precisely

Extend and formalise knowledge of ratio and proportion

Identify variables and express relations between variables

Make and test conjectures about patterns and relationships

Begin to reason deductively in geometry, number and algebra

Interpret type of reasoning required for a numerical problem

Explore what can and cannot be inferred in statistical and probabilistic settings, and express arguments formally.

Develop mathematical knowledge through solving problems and evaluating outcomes

Develop use of formal mathematical knowledge to interpret and solve problems

Begin to model situations mathematically and use a range of formal mathematical representations

Select appropriate concepts, methods and techniques to apply to problems.

Science

Science Year 1

Year 1 Working scientifically

Ask simple questions when prompted

Suggest ways of answering a question

Make relevant observations

Conduct simple tests, with support

Use observations to suggest answers to questions

Recognise findings

Gather and record data

With prompting, suggest how findings could be recorded

Year 1 Plants

Identify and describe the basic structure of a variety of common flowering plants

Identify and name common wild and garden plants

Year 1 Animals, including humans

Identify and name common animals

Classify animals as carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals

Identify basic parts of the human body

Year 1 Everyday materials

Distinguish between an object and the material from which it is made

Identify, name and describe the simple physical properties of a variety of everyday materials

Compare and group everyday materials

Year 1 Seasonal changes

Observe changes across the four seasons

Observe and describe the seasons

Science Year 2

Year 2 Working scientifically

Ask simple questions and recognise that they can be answered in different ways

Observe closely, using simple equipment

Perform simple tests

Identify and classify

Suggest answers to questions by observing, gathering and recording data

Record and communicate findings using simple scientific language

Year 2 Living things and their habitats

Compare things that are living, dead, and things that have never been alive

Understand habitats and where some plants and animals live

Understand simple food chains

Year 2 Plants

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe what plants need to grow and stay healthy

Year 2 Animals, including humans

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival

Describe how humans can keep healthy

Year 2 Everyday materials

Identify and compare the suitability of materials for particular uses

Find out how the shapes of solid objects made from some materials can be changed

Science Year 3

Year 3 Working scientifically

Ask relevant questions when prompted

Set up simple, practical enquiries and comparative tests

Make systematic observations, gather and record data

With prompting, record, group and display evidence and report findings

With prompting, suggest conclusions, possible improvements or further questions

Year 3 Plants

Identify and describe the functions of different parts of flowering plants

Explore the requirements of specific plants for life and growth

Investigate how water is transported within plants

Explore the part that flowers play in plant life cycles

Year 3 Animals, including humans

Identify how animals get nutrition from what they eat

Identify that humans and some other animals have skeletons and muscles

Year 3 Rocks

Compare and group together different kinds of rocks

Describe how fossils are formed when things that have lived are trapped in rock

Recognise that soils are made from rocks and organic matter

Year 3 Light

Recognise that we need light in order to see things and that dark is the absence of light

Recognise that light from the sun can be dangerous and how to protect eyes

Understand, and find patterns, in shadow formation

Year 3 Forces and magnets

Compare how things move on different surfaces

Group everyday materials on the basis of whether they are attracted to a magnet

Understand magnetic poles

Science Year 4

Year 4 Working scientifically

Ask relevant questions and plan scientific enquiries to answer them

Set up simple and practical enquiries, comparative and fair tests

Make systematic and careful observations and measurements to answer questions

Record and report on findings from enquiries

Identify differences, similarities or changes related to simple scientific ideas and processes

Use results

Year 4 Living things and their habitats

Group, identify and name a variety of living things in their local and wider environment

Recognise that environment change can pose dangers to living things

Year 4 Animals, including humans

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains

Year 4 States of matter

Compare and group materials as solids, liquids or gases

Understand the water cycle

Observe that changes in temperature cause some materials to change state

Identify how we hear sounds

Explore patterns in pitch and volume of sounds

Year 4 Electricity

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts

Recognise that a closed circuit is required for lamp to light in a simple series circuit

Recognise common conductors and insulators

Science Year 5

Year 5 Working scientifically

With prompting, plan scientific enquiries, controlling variables where necessary

Take measurements, repeating as necessary

Record data

Suggest further comparative or fair tests

Report and present findings from enquiries

With prompting, identify that not all results may be trustworthy

Suggest how evidence can support conclusions

Year 5 Living things and their habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Year 5 Animals, including humans

Describe the changes as humans develop to old age

Compare and group together everyday materials on the basis of their properties

Understand how solutions are formed and separated

Understand how to separate mixtures

Use comparative and fair tests to explain reasons for particular uses of everyday materials

Understand and demonstrate reversible and irreversible changes

Year 5 Earth and space

Describe the movement of the planets in the solar system, relative to the Sun

Describe the movement of the Moon relative to the Earth

Understand the effects of the Earth's rotation

Explain effects of gravity on Earth

Year 5 Forces

Identify the effects of forces that act between moving surfaces

Recognise that some mechanisms allow a smaller force to have a greater effect

Science Year 6

Year 6 Working Scientifically

Plan scientific enquiries to answer questions, controlling variables where necessary

Take measurements

Record data and results of increasing complexity

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries

Identify scientific evidence that has been used to support or refute ideas or arguments

Year 6 Living things and their habitats

Describe how and why living things are classified into broad groups

Year 6 Animals, including humans

Identify and name main parts of human circulatory system, and describe their function

Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function

Describe how nutrients and water are transported within animals, including humans

Year 6 Evolution and inheritance

Recognise fossils show how living things have changed over time

Recognise living things produce offspring, but normally offspring are not identical to parents

Identify that living things adapt and that adaptation may lead to evolution

Year 6 Light

Recognise that light appears to travel in straight lines

Explain that, to see, light travels from light sources, reflects from objects then to our eyes

Explain why shadows have the same shape as the objects that cast them

Year 6 Electricity

Understand effect of changing number and voltage of cells used in a circuit

Compare and give reasons for variations in how components of a circuit function

Use recognised symbols when representing a simple circuit in a diagram

Science Key Stage 3

KS3 Working scientifically

Pay attention to objectivity, accuracy, precision, repeatability and reproducibility

Understand that scientific methods and theories develop over time

Evaluate risks

Ask questions and develop a line of enquiry

Make predictions using scientific knowledge and understanding

Test predictions through planned scientific enquiry

Carry out scientific enquiries appropriately

Make and record observations and measurements

Apply sampling techniques

Apply mathematical concepts and calculate results

Present observations and data appropriately

Interpret observations and data

Present reasoned explanations

Evaluate data, showing awareness of potential sources of random and systematic error

Identify further questions arising from results

Understand and use SI units and IUPAC chemical nomenclature

Use and derive simple equations and carry out appropriate calculations

Undertake basic data analysis including simple statistical techniques.

KS3 Biology

Cells and organisation

The skeletal and muscular systems

Nutrition and digestion

Gas exchange systems

Reproduction

Health

Photosynthesis

Cellular respiration

Relationships in an ecosystem

Inheritance, chromosomes, DNA and genes

KS3 Chemistry

The particulate nature of matter
Atoms, elements and compounds
Pure and impure substances
Chemical reactions
Energetics
The Periodic Table
Materials
Earth and atmosphere

KS3 Physics

Calculation of fuel uses and costs in the domestic context
Energy changes and transfers
Changes in systems
Describing motion
Forces
Pressure in fluids
Balanced forces
Forces and motion
Observed waves
Sound waves
Energy and waves
Light waves
Current electricity
Static electricity
Magnetism
Physical changes
Particle model
Energy in matter
Space physics

Foundation Subjects

Art and Design

Key Stage 1

Compare drawings, paintings and sculptures by well-known artists and designers.

Compare own work to well-known artists' and designers'.

With pencil, can make different marks

With coloured pencil, keep within the lines of a drawing

With wax crayon, control pressure.

With pastel/charcoal, control pressure, blend and smudge

Use different types of pen to make different types of line.

Show ideas/imagination and produce simple designs.

Begin to recall all the equipment needed for an art session.

Help prepare and clear away art equipment.

Hold a brush correctly and use different types and sizes of brush.

Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.

Mix paint colours and describe how to make them

Use different brush types to make different marks

Make a model to show a simple idea or using imagination

Lower Key Stage 2

Create images in the style of an artist from history.

Discuss and describe well-known artists' and architects' work

Use different types of lead pencil

With coloured pencil, can block colour and control depth

With wax crayon, can use different pressure

Work with a variety of pen types and make a variety of lines

Use a sketchbook to record observations and develop ideas.

Prepare, organise and clear away art equipment

Select the brush size and type depending on the task.

Mix and match paint colours for purpose

Mix thicknesses of paint for different purposes

Make a 3D sculpture

With pastel/charcoal, vary thickness of lines and use side to build up layers

Upper Key Stage 2

Replicate images by well-known artists

Use stylistic features of well-known architects

Explore impact of well-known artists' and architects' work on the society at the time.

With pencil, can control perception of distance

With coloured pencil, can layer colours

Prepare a drawing surface to create a wax crayon image

Use pastel/charcoal with increasing control

Use pens to record minute detail.

Use a sketchbook to show how ideas have been improved.

Produce labelled diagrams for 3D work.

Make a clear plan for working area and equipment needed

Create layers of paint to add detail to background colours.

Create different effects with paint

Add detail to a sculpture

Make a 3D sculpture using a range of joining methods

Key Stage 3

Use a range of techniques to record observations as a basis for exploring ideas

Use a range of techniques and media

Increase proficiency in the handling of different materials

Analyse and evaluate work to strengthen the visual impact or applications of work

Understands some history of art, craft, design and architecture

Computing

Key Stage 1

Understand what algorithms are and how they are implemented as programs on digital devices

Understand that programmes execute by following precise and unambiguous instructions

Create simple programs

Debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology safely and respectfully

Keep personal information private when using technology

Know to ask for help if they feel unsure about any online content

Describe common uses of information technology beyond school

Use technology purposefully

Lower Key Stage 2

Design and debug programs that accomplish specific goals

Design and create programs that use a sequence

Control physical systems

Use logical reasoning to detect and correct errors in programs

Use technology responsibly

Recognize acceptable / unacceptable behaviour and content

Appreciate how search results are selected

Is selective when using digital content

Understand how computer networks can provide multiple services

Understand the opportunities computer networks offer for communication.

Choose from a variety of software and internet services to accomplish given goals

Collect and combine information and data

Design and create content to accomplish a given goal

Upper Key Stage 2

Work with variables.

Solve problems in writing programs by decomposing them into smaller parts

Use selection and repetition in programs

Simulate physical systems

Explain how some simple algorithms work and detect and correct errors in them.

Understand the importance of using technology safely, respectfully and responsibly

Identify a range of ways to report concerns about content and contact

Appreciate how search results are ranked

Evaluate digital content discerningly

Understand the basic workings of computer networks including the internet

Understand the opportunities computer networks offer for collaboration

Combine a variety of software to accomplish given goals on a range of digital devices

Analyse and evaluate information and data

Design and create systems that accomplish given goals

Key Stage 3

Design, use and evaluate computational abstractions

Understand several key algorithms that reflect computational thinking

Use two or more programming languages

Understand simple Boolean logic and some of its uses

Understand and carry out simple operations in binary

Understand components that make up computer systems, and how they communicate

Understand how instructions are stored and executed within a computer system

Undertake creative projects to achieve challenging goals

Create, re-use, revise and re-purpose digital artefacts for a given audience

Understand a range of ways to use technology securely

Design and Technology

Key Stage 1

Tell someone about design ideas.

Make a drawing, templates or mock-up of a design and discuss it.

Use IT to explore design ideas

Say what they like and do not like about existing products.

Say how well designs and products met the given design criteria.

Understand requirements of a balanced diet

Use the right tools to peel, grate and chop.

Read a simple scale to measure and weigh out ingredients.

Understand that food comes from plants and animals

Find ways to make stable, freestanding structures

Join and colour fabrics

Decorate textiles

Cut along straight lines, curved lines and shapes marked out by a template.

Create temporary joins, fixed joins, & moving joins.

Use a simple circuit in a model

Use simple mechanisms in products

Independently cut wood/dowelling using a hacksaw and bench hook

Roll, fold, tear and cut paper and card.

Lower Key Stage 2

Generate and develop ideas through discussion.

Design products that are functional and designed for purpose.

Explain strengths and weaknesses of existing products.

Evaluate work against own design criteria.

Discuss and describe well-known designers and inventors and their work.

Understand all sections of the EatWell plate and why they differ in size.

Use the right tools to slice, mix, spread, bake and knead.

Weigh ingredients to an appropriate level of accuracy.

Understand that food is processed into different ingredients around the world

Use a wider range of stitches to join fabrics and choose the most appropriate

Use given sewing patterns or printing blocks

Cut slots.

Create simple joins with wood

Measure pieces and make holes in wood

Include a simple electrical circuit in a product

Use simple mechanical systems in products

Use a computer program to produce a repeating pattern

Upper Key Stage 2

Design products that are innovative and appeal to individuals or groups.

Create a prototype and an exploded diagram of a design.

Use a computer design program to communicate ideas

Evaluate existing products in relation to their purpose and audience.

Collect feedback from others to find out how to improve a product.

Explore impact of well-known designers and inventors' products

Understand what different affects food types have on the body

Select the appropriate tools to follow a given recipe to make a savoury dish.

Estimate amount of ingredients to an appropriate level of accuracy.

Understand how different foods are produced in different areas of the world.

Understand that some foods are seasonal and give some examples.

Build frameworks using a range of materials

Use a glue gun with close supervision.

Use appliqué to decorate by gluing, and stitching.

Cut internal shapes.

Create own simple sewing pattern or printing block to use in design.

Include an electrical circuit that produces more than one outcome

Use more complex mechanical systems in products

Cut accurately to 1mm: strip wood, dowel & square section.

Select the most appropriate way to join or secure materials

Use a computer program to control products

Key Stage 3

Use research and exploration to identify and understand user needs

Identify and solve own design problems

Develop specifications to inform the design of products

Use a variety of approaches to generate creative ideas

Develop and communicate design ideas

Select from and use specialist tools, techniques, processes, equipment and machinery

Select from and use a range of materials and components

Analyse the work of past and present professionals and others

Investigate new and emerging technologies

Test, evaluate and refine ideas and products against a specification

Understand properties of materials and performance of structural elements

Understand how more advanced mechanical systems enable changes in movement and force

Understand how more advanced electrical and electronic systems can be powered and used

Embed intelligence in products

Understand and apply the principles of nutrition and health

Cook a repertoire of dishes

Competent in a range of cooking techniques

Understand source, seasonality and characteristics of a broad range of ingredients

Geography

Key Stage 1

Ask questions about places studied at KS1.

Collect information about local environment

Use information books to compare places studied at KS1.

Use aerial photographs

Follow directions to move

Follow directions on a map

Use a simple plan to follow a route

Draw a route showing features.

Identify seasonal and daily weather patterns in the UK.

Identify hot and cold areas of the world in relation to the Equator and the Poles.

Use basic geographical vocabulary to identify and describe key physical features

Use basic geographical vocabulary identify and describe key human features

Name and locate the world's seven continents and five oceans

Name and locate the four countries and capital cities of the UK.

Compare an area of the UK with a non-European country.

Draw around objects to make a plan.

Draw maps of real life and made up places.

Create keys for symbols on a map.

Lower Key Stage 2

Create a survey to explore human or physical features in the local area.

Use a range of sources to compare places studied at KS2.

Locate places on an OS map using a 4 figure grid reference

Use 4 points on a compass; North, South, East and West.

Follow a route on an OS map.

Use the key to interpret symbols and marks on an OS map for routes.

Read and interpret the globe as a flat map.

Identify and interpret relief maps.

Compare a region of the UK and a region of a European country.

Describe the workings of rivers, mountains, volcanoes and earthquakes.

Describe different types of settlement and land use.

Locate world continents/countries

Name and locate counties and cities of the UK

Locate the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.

Make a simple scale drawing

Make a simple sketch map of the human and physical features in local area.

Take photographs of the local area to help produce a simple map.

Upper Key Stage 2

Explore and explain topical geographical issues over time.

Analyse information from a range of sources and make conclusions

Locate places on an OS map using a 6 figure grid reference

Use the 8 points on a compass.

Follow a route on a small scale map.

Use a range of maps to plan the quickest route and find alternative routes.

Use longitude and latitude as a guide to a location on an atlas.

Use digital/computer mapping to locate places in the KS2 PoS.

Read the scale on contour lines on an OS map.

Compare a region of the UK, a region of a European country and a region within North or South America

Describe and understand climate zones, biomes, vegetation belts and the water cycle.

Describe and understand economic activity and the distribution of natural resources

Locate the world's continents/countries

Understand how the geography of the UK has changed over time.

Locate the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.

Make a scale drawing using scales based around powers of 10.

Make own simple thematic map based on own data.

Use photographs and measurements to create an accurate map of an area.

Key Stage 3

Extend locational knowledge and deepened spatial awareness of the world's countries

Study the human and physical geography of a region within Africa, and of a region within Asia

Understand key processes in physical geography

Understand key processes in human geography

Understand how human and physical processes change landscapes, environments and the climate

Apply and develop knowledge of globes, maps and atlases

Interpret OS maps, and other mappings, in the classroom and the field

Use Geographical Information Systems

Collect, analyse and draw conclusions from geographical data

History

Key Stage 1

Ask questions about the past.

Know some of the ways that we can find out about the past.

Answer questions about the past using given sources.

Describe an artefact

Use pictures and role play to tell stories from the past.

Compare life during a time in the past and life today.

Use a wide vocabulary of everyday historical terms

Place events and objects in chronological order.

Discuss some significant historical events, people and places in own locality

Discuss significant events and people in Britain within and beyond their living memory

Discuss significant events and people from the wider world, within and beyond their living memory

Lower Key Stage 2

Create historically valid questions about similarities and differences.

Aware that the same time in history may be represented in different ways.

Choose appropriate sources to answer questions

Examine and compare artefacts.

Give simple reasons as to why key events happened in history.

Identify and describe changes between specific periods of history.

Use dates and vocabulary relating to the passing of time

Know that the past can be divided into different periods of time.

Discuss the impact of significant historical events, people and places in their own locality

Discuss historical changes in Britain; what caused them and the impact on life in Britain.

Explain the achievements of ancient civilizations and their impact on the world in the past and today

Create historically valid questions about cause and significance.

Upper Key Stage 2

Suggest reasons for conflicting historical accounts.

Analyse sources of information for accuracy, usefulness and relevance

Examine artefacts and explain what they show us about that time in history.

Make links between events and changes; giving reasons for them and explaining the result.

Identify and describe changes within and between different period in history.

Use and understand abstract terms such as empire, civilisation, parliament and peasantry.

Place events, people and changes into correct periods of time and in chronological order.

Discuss the impact of significant historical events, people and places in their own locality

Discuss the impact and causes of historical changes in Britain.

Examine periods in world history and influences on British society at the time.

Key Stage 3

Identify significant events, make connections, draw contrasts, and analyse trends

Use historical terms and concepts in increasingly sophisticated ways.

Deep and chronologically secure knowledge and understanding of British, local and world history

Pursue historically valid enquiries including some they have framed themselves.

Discern how and why contrasting accounts of the past exist

Understand how historical sources are used rigorously to make historical claims

Create accounts of aspects of local history

Create accounts of aspects of British history

Create accounts of aspects of World history

Modern Foreign Languages

Lower Key Stage 2

Understand short texts and dialogues, made up of familiar language

Read aloud a familiar sentence, rhyme or poem.

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

Use sounds to help identify written words.

Listen to and respond to simple rhymes, stories and songs.

Recognise and respond to sound patterns and words.

Take part in brief prepared tasks of at least two or three exchanges

Respond to topic related questions with a simple answer.

Understand instructions, everyday classroom language and praise words.

Memorise and present a short spoken text.

Identify and note the main points of a short spoken passage.

Use mainly memorised language, with occasional variation

Use generally accurate pronunciation when reading aloud or using familiar words or phrases.

Use short phrases to express personal responses for example, likes, dislikes and feelings.

Write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.

Write words and short phrases from memory with comprehensible spelling.

Beginning to adapt and substitute single words and phrases in written work.

Upper Key Stage 2

Read a variety of fiction and non-fiction and glean information from them.

Read a text in the language and explain the main points and some smaller details.

Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.

Identify examples of basic grammatical rules in the chosen language

Tell simple stories in the language.

Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.

Take part in short conversations, seeking and conveying information and opinions in simple terms.

Participate in a conversation, where they can ask questions, respond to others and seek help.

Refer to recent experiences or future plans, as well as everyday activities and interests.

Prepare a short presentation to describe people, places, things or actions.

Identify and note the main points and specific details, including opinions in longer spoken passages.

Generate questions about the topics covered.

Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.

Make themselves understood with little or no difficulty in a range of topics.

Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.

Adapt recalled phrases to create new sentences and express ideas clearly.

Demonstrate an understanding of basic grammatical rules for the language in written work.

Key Stage 3

Identify and use tenses or other structures for present, past, and future

Use and manipulate a variety of key grammatical structures and patterns

Use a wide-ranging and deepening vocabulary

Use accurate grammar, spelling and punctuation.

Listen to and understand a variety of forms of spoken language

Transcribe words and short sentences with accuracy

Initiate and develop conversations

Express and develop ideas orally and in writing; clearly and with increasing accuracy

Speak coherently and confidently, with accurate pronunciation and intonation

Read, translate and show comprehension of materials from a range of sources

Read literary texts in the language

Write prose using an increasingly wide range of grammar and vocabulary

Music

Key Stage 1

Use body to make sounds

Use voice to do: humming, whispers, whistles.

Make patterns with sounds

Make sounds that reflect a topic

Use short given patterns in compositions.

Use given symbols to record long and short sounds.

Say what they like and do not like about others' performances.

Identify a beat and join in.

Identify the mood of a piece of music.

Explain which of two sounds is higher or lower.

Use: high voice, middle voice, low voice.

Sing in tune.

Sing in unison with a group.

Make and change sound on an instrument

Perform to an audience and improve performance by practising.

Lower Key Stage 2

Use voice and copy a given scale.

Compose three note patterns.

Compose simple tunes using a pentatonic scale.

Improvise repeated patterns

Create own symbols to represent different sounds and instruments in compositions.

Reflect on, and improve own work

Begin to identify how many beats are in a bar when listening to pieces of music.

Explain what they think a piece of music's purpose could be.

Compare pieces, thinking about pitch, mood, rhythm and tempo.

Evaluate others' work, thinking about pitch, mood, rhythm and tempo.

Find similarities and differences in the work of a great composer/musician from history.

Express opinions about music from the past.

Sing expressively in time to the beat and rhythm.

Perform given compositions/songs from memory.

Take part in two-part songs and harmonies.

Perform simple rhythmic and melodic patterns on an instrument to accompany a song.

Perform as part of a group and individually to an audience.

Upper Key Stage 2

Understand when to use varying volumes, pitch and expression in voice to portray an idea or mood.

Layer sounds to create effects.

Compose a soundscape

Compose melodic and rhythmic phrases.

Starting to interpret musical notation

Reflect on own composition's dynamics, tempo and timbre.

Begin to explore reasons for composers' tempo choices.

Pick out details within a piece and recall these details from memory.

Compare pieces thinking about texture, structure, timbre and dynamics.

Evaluate others' work thinking about texture, structure, timbre and dynamics.

Find similarities and differences between different historical composers and musicians.

Explain how the music of the past reflected the society of the time.

Explain how music has changed over time.

Sing expressively combining dynamics, tempo and pitch.

Perform own compositions from memory.

Take part in three-part harmonies and descants.

Perform own rhythmic and melodic patterns on an instrument

Lead a group in a performance.

Key Stage 3

Use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

Play and perform confidently in a range of solo and ensemble contexts

Improvise and compose

Can use staff and other relevant notations appropriately and accurately

Identify the inter-related dimensions of music

Listen with increasing discrimination to a wide range of music from great composers and musicians

Develop a deep understanding of the music that they perform and to which they listen, and its history.

Physical Education

Key Stage 1

Sprint up to 60m.

Run 100m.

Use over arm and underarm throws to throw items in a straight line.

Jump: side to side; both feet together; one foot to the other

Perform the basic dance actions

Copy short motifs

Link two or more actions together.

Throw a ball underarm, overarm and use a bounce pass.

Move into a given space to catch a ball.

Pass a ball to a partner using hands and feet.

Hit a ball with a tennis style bat or racquet.

Stop a ball with feet before passing it.

Move into a given space within a game.

Beginning to understand where to stand to make a game more difficult for an opponent.

Perform simple rolls

Copy stretching movements for different parts of the body.

Balance using hands, feet or seat.

Create different shapes when balancing

Copy short movements to combine simple balances

Travel in different ways

Lower Key Stage 2

Sprint up to 100m.

Run 200m

Use the correct action to throw a javelin without a run up.

Use a push throw to throw a discus and shot put.

Jump: one foot to the other; one foot to two feet

Perform basic dance actions with greater control over each element.

Choreograph motifs using repetition, direction, level, speed & space

Perform given routines from memory, performing all the elements in the correct order.

Choreograph short routines in time with a given piece of music.

Explore different styles of dance and copy steps from them with increasing accuracy.

Show control of a range of different throws / passes

Move to catch a ball within a game, maintaining eye contact with the ball.

Pass a ball accurately when moving around during a game.

Hit a ball with a range of different bats/racquets.

Dribble a ball in a straight line

Find space to move into within a game.

Use a range of techniques to help keep possession of the ball in a team game.

Perform a range of rolls with a good level of accuracy

Create own stretching routine to prepare for gymnastics.

Balance on pads and points.

Make a range of different shapes when balancing.

Combine shapes and balances in a performance.

Use all parts of body when travelling in different ways.

Follow a school map to navigate around a simple course designed by themselves and others.

Read basic symbols on an orienteering map and start to create own appropriate symbols.

Use verbal communication within group activities to help solve problems/complete challenges.

Use non-verbal communication strategies to help solve problems/complete challenges.

Follow the instructions of others when working within a team.

Evaluate own performance within a group or individual challenge.

Upper Key Stage 2

Run longer distances; knowing when to use a sprint.

Use a body shape to decrease air resistance when running.

Use the correct action to throw a javelin with a run up.

Use toe and heel to spin and throw a discus and shot put.

Jump: one foot to same foot to two feet

Perform dance actions with control and expression.

Choose own dance steps and movements and then develop them into a routine.

Perform longer routines from memory adding expression and extension to movements.

Choreograph short routines to portray a particular mood or style.

Explore different styles of dance and develop short routines in those styles.

Choose the most appropriate throw to use within a game.

Call out for a catch in a game showing they know they are in the best place.

In a game, select the most appropriate person to pass to and the style of pass to use

Hit a ball into space to help increase score within a game.

Dribble a ball in different directions and avoid obstacles

Help other members of team to find space within a team game.

Use a range of attacking and defending skills when playing a team game.

Perform actions in and out of rolls.

Lead others in a stretching routine to prepare for gymnastics.

Perform a range of balances with a high level of control and accuracy.

Hold different positions when balancing and use different shapes to express a given theme/mood.

Create sequences that have changes of speed and level.

Select the most appropriate ways to travel from one balance to another.

Plan a simple orienteering trial for others to complete

Read a wide variety of map symbols and use a compass when following a given route.

Plan ideas of how to solve a problem before attempting it.

Decide if verbal or non-verbal communication is the most effective choice when solving problems.

Take the lead within a group challenge and give clear instructions to others.

Evaluate own and the team's performance and suggest improvements

Key Stage 3

Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

Develop technique and improve performance in other competitive sports

Perform dances using advanced dance techniques within a range of dance styles and forms

Take part in outdoor and adventurous activities which present intellectual and physical challenges

Analyse performances compared to previous ones and demonstrate improvement to achieve personal best

Take part in competitive sports and activities outside school through community links or sports clubs.

Swimming Key Stage 1 and 2

Beginner

Swim 10m on front and back without stopping.

Use the correct arm and leg movements to swim front crawl and backstroke.

Climb out of the pool unaided.

Submerge head under water and blow bubbles.

Intermediate

Swim a complete length of the pool, on front and back without stopping.

Use the correct arm and leg movements to swim breaststroke.

Tread water for at least 2 minutes.

Put head in the water when using different strokes.

Advanced

Swim a distance of 25m without stopping and using a consistent stroke.

Swim using a range of strokes accurately

Perform different self-rescue actions

Synchronise breathing with stroke.

PSHE

Key Stage 1

Describe how to keep fit and healthy and understand basic dental hygiene.

Share personal successes with class.

Use vocabulary to describe feelings.

Understand how to keep themselves clean.

Describe simple ways to stay safe in different environments

Understand the difference between a secret and a surprise.

Understand who they can seek help from if they are worried

Make a positive contribution to the classroom environment.

Follow the classroom and school rules.

Share, take turns and return borrowed items.

Understand that money comes from different places.

Understand that money can be used for different purposes.

Understand simple ways to keep money safe and the different ways they can spend it.

Understand that there are different forms of media

Explain how others are feeling and how they show those feelings

Understand how their actions may make others feel.

Recognise what is fair and unfair, kind and unkind and right and wrong.

Describe people that are special to them and what makes them special

Describe different ways others can be teased or bullied and understand that these are wrong.

Understand how to resist teasing or bullying and who to go to for help if they witness it.

Lower Key Stage 2

Explain what can affect health positively and negatively including dental health.

Share personal successes and describe how they achieved them.

Use vocabulary to describe the intensity of feelings and discuss how to manage them.

Understand how and why they should keep themselves clean.

Describe a variety of ways to stay safe in different environments

Understand when it's necessary to share secrets

Understand when it is necessary to seek help from others and who they can ask for that help.

Understand responsibilities at school.

Follow the classroom and school rules and work as a role model to younger children.

Understand how money plays a role in own and others' lives.

Explain different ways to manage money.

Describe the different cultural, ethnic and religious groups that make up the UK.

Describe differences between different cultural, ethnic and religious groups.

Understand that our society has rules and laws which govern us.

Understand that the media may not always portray the truth.

Explain how others are feeling and describe how they can support them.

Understand how actions impact on others and how they can address problems caused.

Recognise what is fair and unfair, kind and unkind and right and wrong

Describe how they are important to others and how they can care for others.

Understand that differences and similarities arise from a number of factors.

Recognise a dare and understand how to not give in to pressure.

Upper Key Stage 2

Explain how the media can have positive and negative impacts upon health including dental health.

Share personal successes with the class and set further goals from those achievements.

Explain when they have experienced conflicting emotions and how they dealt with the situation.

Understand the risks of not maintaining good levels of personal hygiene.

Assess risks in different situations and explain how to manage them responsibly.

Understand when and how to help others if they feel they are at risk.

Understand the importance of resisting pressure from others and who they can go to for help with this.

Fulfil responsibilities at school in different contexts

Follow the classroom and school rules and work as a role model to younger children.

Basic understanding of money concepts

Initial understanding of how to become a critical consumer.

Describe the different cultural, ethnic and religious groups that make up the world.

Explain and understand the need to respect the differing ideas of a range of people in society.

Understand that rules and laws differ in different parts of the world.

Understand reasons why the media may present information in different ways.

Recognise a wide range of emotions in others and know when to support them or to seek help

Understand that different people will respond to the same situation in different ways

Recognise what is fair/unfair, kind/unkind and right/wrong and that people's opinions may differ.

Show respect to people around them and, if necessary, constructively challenge their point of view.

Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

Recognise and challenge stereotypes.

Religious

Key Stage 1

Ask questions about their own and others' religious experiences and beliefs.

Understand what a difference belonging to a religious community could make on someone's life.

Identify how religion is expressed in different ways.

Respond sensitively to questions about their own and others' experiences and feelings.

Recognise that some questions cause people to wonder and are difficult to answer.

Use religious words and phrases to identify some features of religion

Describe simple similarities in between religious beliefs and ideas.

Retell religious stories and suggest possible meanings.

Recognise symbols and other verbal and visual forms of religious expression.

Suggest meanings for religious actions and symbols and notice similarities between religions.

Ask important questions about beliefs, making links between their own and others' responses.

Identify the impact of religion on believers' everyday lives.

Explore similarities and differences in how religion is expressed in different world religions.

Make links between values and commitments, and their own attitudes and behaviour.

Respond to questions that cause wonder, staying respectful to others' beliefs and ideas.

Describe some key features of religions, including religious celebrations and worship.

Recognise similarities and differences in the key features of religions.

Make links between religious stories and sacred texts.

Describe a range of beliefs, symbols and actions within different religions.

Suggest meanings for a range of forms of religious expression

Lower Key Stage 2

Ask important questions about religion and beliefs, making links between own and others' responses.

Identify the impact of religion on believers' everyday lives.

Explore similarities and differences in how religion is expressed in different world religions.

Make links between values and commitments, and own attitudes and behaviour.

Respond to questions that cause wonder, staying respectful to others' beliefs and ideas.

Upper Key Stage 2

Ask and suggest answers to important questions about religion and beliefs

Describe why people belong to religions.

Explain how religious sources are used to provide answers to ultimate questions and ethical issues.

Ask, and suggest answers to, questions of values and commitments

Raise questions that cause wonder and take part in a discussion exploring beliefs and ideas.

Explain the impact of beliefs on individuals and communities.

Suggest possible reasons for similarities and differences within different religions.

Explain how religious stories and texts are used within different world religions.

Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.

Recognise diversity in forms of religious, spiritual and moral expression, within and between religions.

Ask and suggest answers to important questions about religion and beliefs

Describe why people belong to religions.

Explain how religious sources are used to provide answers to ultimate questions and ethical issues.

Ask, and suggest answers to, questions of values and commitments

Key Stage 3

Explain and evaluate the religions and worldviews which they encounter

Explain how and why meanings of beliefs and values can be expressed differently

Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience.

Understand religions and worldviews as coherent systems or ways of seeing the world.

Understand controversies about commitment to religions and worldviews

Answer the question "what is religion?" using the main disciplines by which religion is studied.

Understand how history and culture of religions and worldviews influence individuals and communities

Discuss some of the ultimate questions that are raised by human life

Express insights into significant moral and ethical questions posed by being human

Discuss issues about community relations and respect for all



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