

Ursula Taylor Church of England Primary School



Curriculum Content Information

This document details the curriculum content for Year 1 – 6 that is taught at Ursula Taylor C of E Primary School. The curriculum at Ursula Taylor is taught within a topic based format which covers a variety of key skills, knowledge and learning attributes. The statements in this document are not designed to be followed in order, they are planned for and taught when relevant to a topic or curriculum area, with teachers ensuring that by the end of the school year children have experienced each objective a number of times in different ways. This ensures that we are giving our children the opportunity to develop a deeper understanding of the curriculum by using a wide breadth of experiences. We tailor the curriculum to meet children's individual needs in a variety of ways, for example: the previous years or following years statements are used to ensure that the learning is differentiated, appropriate to the needs of the children and also offers challenge.

The following document details all the learning expectations for the whole school curriculum. If you would like more information about what is covered by the curriculum, please speak to your child's class teacher, who will be able to provide more detail.

At Ursula Taylor we have adopted the curriculum content and structure from the 'Climbing Frames' scheme, and we use the Herts For Learning Tracking and Assessment system, alongside 'Rising Stars' to also provides us with robust tracking and assessment systems to track all our children's progress, determine their successes and set 'next steps' for their learning. Climbing Frames has been derived from the 2014 National Curriculum, ensuring that we offer our children the full curriculum in readiness for their transfer to Secondary School at the end of Year 6.

English

English – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Spoken English	Participation	<ul style="list-style-type: none"> ○ Can listen, respond and ask questions for help or interest ○ Play in role ○ Takes turns 	<ul style="list-style-type: none"> ○ Asks relevant questions ○ Can maintain attention ○ Contributes several sentences
	Presentation	<ul style="list-style-type: none"> ○ Speaks clearly ○ Tells others about first-hand experience or knowledge 	<ul style="list-style-type: none"> ○ Speaks audibly ○ Can act out a short scenario ○ Can explain a simple idea or process
Reading	Word Reading	<ul style="list-style-type: none"> ○ Can read regular words with confidence, including CVC, CCVC, CVCC and two-syllable words ○ Recognise the most common irregular words ○ Can read aloud words with common verb and adjectival endings so that their sense is clear (e.g. -es, -ing, -ish) ○ Reads aloud simple texts with some fluency and expression 	<ul style="list-style-type: none"> ○ Decodes with ease ○ Demonstrates easy confidence with alternative phonemes and graphemes e.g. ai, a-e, ay and common homophones ○ Reads aloud with fluency and expression that makes sense of the text ○ Recognises suffixes that create verbs, nouns, adjectives and adverbs
	Comprehension	<ul style="list-style-type: none"> ○ Is familiar with a range of literature including fairy stories and poems ○ Joins in predictable phrases and can recite some poetry by heart ○ Can predict and make inferences about a text ○ Checks that their reading makes sense and can explain what has happened in the story ○ Identifies significant events and characters 	<ul style="list-style-type: none"> ○ Has read independently some quality modern fiction ○ Has learnt by heart some traditional poems ○ Can describe the sequence of events in a text, explaining cause, effect and motivation ○ Can ask and answer important questions about the people, events and meaning of a text ○ Recognises non-fiction and how it is different from fiction
Writing	Spelling and Handwriting	<ul style="list-style-type: none"> ○ Knows the alphabet names and sequence thoroughly 	<ul style="list-style-type: none"> ○ Knows alternative graphemes for the same sound ○ Can add suffixes to words ending in Y

		<ul style="list-style-type: none"> ○ Can spell regular CVC, CCVC and CVCC words ○ Can spell words using the most common irregular words (listed in Year 1 curriculum) ○ Distinguishes between -s and -es plurals ○ Can use simple suffixes that do not change the base word e.g. -er and -est ○ Writes in neat lower case letters and numerals, starting and finishing in the right place for joins 	<ul style="list-style-type: none"> ○ Can add suffixes to words beginning with a vowel ○ Can add suffixes beginning with a consonant e.g. -ness ○ Chooses the correct ending for common words ending in an L sound e.g. -le, -el, -al ○ Can spell the homophones and exceptions listed in the Year 2 curriculum ○ Can use the apostrophe to contract and show singular possession ○ Writes in letters of consistent size and makes simple, clean joins
	Composition	<ul style="list-style-type: none"> ○ Rehearses sentences before writing and reads back afterwards to self-correct ○ Can compose a narrative sequence of sentences ○ Can identify ways to improve one's own writing ○ Reads aloud own work clearly for others 	<ul style="list-style-type: none"> ○ Can write appropriately for different purposes such as narration, recount and poetry ○ Can gather ideas and marshal them into sequences ready for writing ○ Improves writing by rereading for sense and proofreading for accuracy
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ○ Writes in complete simple sentences ○ Can join clauses to make longer sentences ○ Can use full stops, exclamation marks and question marks correctly ○ Can use capital letters for I, names and to start sentences 	<ul style="list-style-type: none"> ○ Can identify nouns, verbs, adverbs and adjectives ○ Can use co-ordinated and subordinated clauses ○ Can write longer noun phrases with words and sometimes after the noun ○ Can distinguish between statements, questions, exclamations and commands ○ Can use present and past tenses consistently ○ Can use commas to separate items in a list

English – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
Spoken English	Participation	<ul style="list-style-type: none"> ○ Joins in discussions, extending ideas ○ Can focus on the main points ○ Expresses opinions clearly and politely 	<ul style="list-style-type: none"> ○ Can work collaboratively in discussion ○ Can maintain an exchange of ideas or opinions ○ Can adapt tone and formality to suit different audiences

	Presentation	<ul style="list-style-type: none"> Speaks aloud with expression using an appropriate tone Can retell a story expressively and with awareness of audience reaction 	<ul style="list-style-type: none"> Can project voice and expression for class-sized audiences Can work with others to devise a short improvised drama or presentation
Reading	Word Reading	<ul style="list-style-type: none"> Knows the meaning of common roots, prefixes and suffixes Can work out the meaning of unknown words from their roots, prefixes and suffixes Recognises word families united by common roots Understands the effects of vowels in words, including when to use a or an 	<ul style="list-style-type: none"> Recognises words that are exceptions to familiar rules and patterns Understands the difference between words ending in S, plurals and possessives Recognises the standard form of common verbs (especially be, go, do, have, get)
	Comprehension	<ul style="list-style-type: none"> Makes effective use of dictionaries, encyclopaedias and other reference texts Can retell stories and recite poems with good understanding and expression Recognises the main idea, theme or moral of a story or extract Can back up views with examples from the text 	<ul style="list-style-type: none"> Can generalise about the features of different genres and give some examples Can describe characters personalities and why they act as they do, referring to the text Can identify familiar literary techniques used by writers to make an effect Can retrieve and record information from non-fiction
Writing	Spelling and Handwriting	<ul style="list-style-type: none"> Can check spellings in a dictionary using alphabetical order Can spell at least half of the spellings in the Year 3 and 4 list Can add -ly correctly Can apply the common antonyms and root prefixes listed in the Year 3 and 4 curriculum Can use the possessive plural correctly Has a clear, tidy handwriting style without overlaps, cramping or unevenness 	<ul style="list-style-type: none"> Can spell all the words on the Year 3 and 4 list Can spell common words using Y as a mid-vowel Can add suffixes to polysyllabic words Can add -ous correctly Can spell correctly words ending in -tion, -sion, -ssion, -cian etc. Knows common letters strings borrowed from other languages e.g. -que in French, ph - in Greek Distinguishes between the homophones listed in the Year 3 and 4 curriculum Uses joining strokes in an elegant and fluent style
	Composition	<ul style="list-style-type: none"> Can work out the structure and conventions of a type of writing and use them in their own writing 	<ul style="list-style-type: none"> Can adapt grammar, vocabulary, expression and structure to suit the type of writing

		<ul style="list-style-type: none"> ○ Can use longer and more adventurous sentences and vocabulary ○ Can organise ideas into paragraphs and use headings to clarify structure ○ Can create distinctive character, plot and setting in stories ○ Can identify strengths and weaknesses in writing and suggest improvements 	<ul style="list-style-type: none"> ○ Expresses time and place by using conjunctions, adverbials and prepositions ○ Can use subordinate clauses at the beginning or middle of a sentence ○ Can open paragraphs with effective key sentences to signpost meaning ○ Can evoke character and setting using detail, vocabulary and expression ○ Can improve the structure and sophistication of sentences during drafting
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ○ Can express conjunctions and prepositions ○ Expresses time, place and cause using conjunctions, prepositions and adverbs ○ Writes useful key sentences for paragraphs ○ Can use the present perfect tense e.g. he has gone out ○ Uses inverted commas to show spoken words in dialogue 	<ul style="list-style-type: none"> ○ Can identify pronouns ○ Can use the Standard English verbs (especially be, go, do, have, get) ○ Can use fronted adverbials, including the correct use of the comma ○ Can write noun phrases containing modifying words before or after the noun ○ Sequences paragraphs in a logical and helpful order ○ Uses pronouns to avoid repetition without using the sense of the nouns to which they refer ○ Uses commas correctly in speech punctuation

English – Upper Key Stage 2 (Years 5 and 6)

		Year 5	Year 6
Spoken English	Participation	<ul style="list-style-type: none"> ○ Can develop, explore and speculate about ideas ○ Can justify opinions with evidence ○ Can adopt a formal role in discussion e.g. chair, spokesperson 	<ul style="list-style-type: none"> ○ Can initiate and lead discussions ○ Can respond to counter-arguments ○ Can help to progress or manage discussions
	Presentation	<ul style="list-style-type: none"> ○ Can project voice for larger audience ○ Can use Standard English as necessary ○ Can rehearse and perform a play competently for an audience 	<ul style="list-style-type: none"> ○ Can use Standard English confidently ○ Can prepare and present a particular speaking task competently for a large audience
Reading	Word Reading	<ul style="list-style-type: none"> ○ Shows awareness of words that are rare or unusual in their construction or pronunciation 	<ul style="list-style-type: none"> ○ Recognises when vocabulary is chosen for its formality

		<ul style="list-style-type: none"> ○ Recognises less common prefixes, roots and suffixes and what they denote ○ Recognises a wide range of synonyms and antonyms and how these are formed. 	<ul style="list-style-type: none"> ○ Can tell apart some commonly confused words e.g. affect and effect ○ Can demonstrate an ambitious vocabulary by explaining the exact meaning or nuance of a word in context
	Comprehension	<ul style="list-style-type: none"> ○ Is familiar with literature from heritage, multicultural and modern traditions ○ Recognises the way that older texts differ from modern texts in their language and concerns ○ Can recommend and review books ○ Can make comparisons between books e.g. in the same genre or by the same author ○ Can summarise ideas and key points in a concise way ○ Can explain figurative language ○ 	<ul style="list-style-type: none"> ○ Can appreciate the qualities of classical literature, including a good attempt to interpret older language ○ Distinguishes between statements of fact and opinion ○ Can justify views using implied and explicit evidence in the text ○ Has read widely and can link books, themes, authors, periods, traditions, etc. ○ Can review a text giving a thoughtful and balanced account of its content, theme, style, value and any reservations
Writing	Spelling and Handwriting	<ul style="list-style-type: none"> ○ Can spell at least half of the words on the Year 5 and 6 list ○ Can spell common words containing silent letters ○ Can distinguish between -able and -ible spellings ○ Can distinguish between ei and ie words ○ Can spell the homophones and common confusions listed in the Year 5 and 6 curriculum ○ Can use a thesaurus confidently ○ Can use the letter string -ough ○ Writes clearly, even elegantly, in a style that suits the task 	<ul style="list-style-type: none"> ○ Can spell all the words in the Year 5 and 6 list ○ Can distinguish between -ance and -ence, -ant and -ent spellings ○ Can spell the -fer family of words ○ Can distinguish between -cious and -tious spellings ○ Can write clearly and at speed
	Composition	<ul style="list-style-type: none"> ○ Adapts style and structure to suit audience and purpose ○ Demonstrates strategies for initiating, gathering ideas, shaping and improving writing. ○ Writes dialogue that is accurate and effective ○ Uses description effectively in stories ○ Can summarise longer passages 	<ul style="list-style-type: none"> ○ Writes effectively to specification e.g. of style, audience, purpose, length, timing ○ Can use internalised pre-drafting to reduce the need for multiple revisions ○ Can write when necessary in a mature, formal, consistent voice ○ Is a confident narrator, showing as much as telling the story, using detail and nuance to communicate meaning

		<ul style="list-style-type: none"> ○ Uses cohesive devices such as connectives and pronouns to secure sense within the text ○ Can maintain consistency of tense, agreement and tone 	<ul style="list-style-type: none"> ○ Can summarise quickly and competently to a set length
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ○ Uses the correct first word in relative clauses (e.g. that, which, who) ○ Can use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe) ○ Can use adverbials to link ideas e.g. later, secondly ○ Can use brackets, dashes and commas correctly as parentheses ○ Can use commas and hyphens to avoid ambiguity ○ Uses lay-out to effectively enhance meaning, including the correct use of bullet points 	<ul style="list-style-type: none"> ○ Uses formal vocabulary when appropriate ○ Appreciates subtle differences between synonyms ○ Can use the passive tense correctly ○ Recognises the subjunctive form of the verb ○ Can link ideas using, for example, repetition, adverbials, ellipsis etc. ○ Can use the colon and semi-colon correctly ○ Can use hyphens to avoid ambiguity ○ Organises and lays out work for clarity and ease of understanding

Mathematics

Mathematics – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Number	Number and Place Value	<ul style="list-style-type: none"> ○ Can read, write and count numbers up to 100 from 0 or 1 ○ Can count up to 100 in multiples of 2, 5 and 10 ○ Is confident with language of mathematical statements such as equal to, more than, less than, fewer, etc 	<ul style="list-style-type: none"> ○ Can count in steps of 2, 3, 5 and 10 from any number, forward and backward ○ Can order numbers up to 100 and use the < and > sign ○ Understands place value in two-digit numbers ○ Uses place value and number facts to solve word problems ○ Understands zero as a place holder
	Addition and subtraction	<ul style="list-style-type: none"> ○ Understands statements using the +, - and = signs ○ Understands number bonds and subtraction facts within 20 ○ Can add and subtract one and two digit numbers to 20 ○ Can solve one-step missing number problems 	<ul style="list-style-type: none"> ○ Recalls addition and subtraction facts easily up to 20, and is able to work out facts up to 100 ○ Can add and subtract using two digit numbers, and also add three one-digit numbers ○ Understands the inverse relationship between addition and subtraction and can use this to solve problems and check answers
	Multiplication and Division	<ul style="list-style-type: none"> ○ Can solve one-step multiplication and division problems using aids 	<ul style="list-style-type: none"> ○ Knows the 2, 5 and 10 times tables ○ Understands statements using x, ÷ and = signs ○ Uses a variety of strategies to solve multiplication and division problems including the use of pictorial aids, objects, mental methods, etc.
	Fractions	<ul style="list-style-type: none"> ○ Understands the fractions $\frac{1}{2}$ and $\frac{1}{4}$ 	<ul style="list-style-type: none"> ○ Understands the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ ○ Can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and can explain what they mean

			<ul style="list-style-type: none"> ○ Recognises simple equivalence such as $\frac{2}{4} = \frac{1}{2}$
Measurement		<ul style="list-style-type: none"> ○ Can measure length, weight, volume, money and time ○ Has string vocabulary for explaining relative measurements e.g. slower, later, taller, double ○ Understands chronological order including the days of the week, hours and half hours 	<ul style="list-style-type: none"> ○ Can measure using the correct unit, abbreviations and equipment ○ Can solve simple money problems such as calculating change ○ Can tell and show the time to the nearest five minutes of quarter hour
Geometry	Properties of Shape	<ul style="list-style-type: none"> ○ Can name common 2D and 3D shapes 	<ul style="list-style-type: none"> ○ Can name, describe and sort common 2D and 3D shapes
	Position and Direction	<ul style="list-style-type: none"> ○ Can describe position, direction and movement including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> ○ Can arrange mathematical objects in patterns and sequences ○ Understands rotation as a turn, clockwise or anticlockwise and in terms of right angles for quarter, half and three-quarter turns
Statistics		N/A	<ul style="list-style-type: none"> ○ Can construct and interpret simple pictograms, tally charts, etc.

Mathematics – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
Number	Number and Place Value	<ul style="list-style-type: none"> ○ Can count in multiples of 4, 8, 50 and 100 ○ Understands place value in three digit numbers ○ Can order numbers up to 1000 ○ Can solve problems using the above 	<ul style="list-style-type: none"> ○ Can count in multiples of 6, 7, 9, 25 and 1000 ○ Understands place value in 4 digit numbers ○ Can order numbers beyond 1000 ○ Can round numbers to the nearest 10, 100 or 1000 ○ Can count backwards through zero, including negative numbers
	Addition and subtraction	<ul style="list-style-type: none"> ○ Can add and subtract numbers mentally, including three digit numbers with ones, tens or hundreds ○ Can use formal methods to add or subtract numbers of up to three digits ○ Can estimate answers and use inverse operations to check 	<ul style="list-style-type: none"> ○ Can use formal written methods to add and subtract numbers with four digits ○ Can solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why
	Multiplication and Division	<ul style="list-style-type: none"> ○ Knows the 3, 4, and 8 times tables 	<ul style="list-style-type: none"> ○ Knows all times tables up to 12×12

		<ul style="list-style-type: none"> ○ Has begun to use formal methods to multiply two-digit numbers ○ Can solve multiplication and division problems including missing numbers, positive integer scaling and correspondence problems 	<ul style="list-style-type: none"> ○ Can multiply and divide numbers mentally (including multiplying numbers by 0 and 1, dividing by 1 and multiplying together three numbers) ○ Can use formal methods to multiply two- or three- digit numbers by a one-digit number ○ Can solve multiplication and division problems (including use of the distributive law to multiply two-digit numbers by one-digit numbers, integer scaling and harder correspondence problems)
	Fractions (including Decimals for Year 4)	<ul style="list-style-type: none"> ○ Can use and count up and down in tenths ○ Understands the idea of equivalent fractions ○ Can add and subtract fractions with a common denominator ○ Can compare and order simple fractions 	<ul style="list-style-type: none"> ○ Can solve problems using simple fractions ○ Recognises and is able to write decimal equivalents of any number of tenths and hundredths and also $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ ○ Can round decimals with on decimal place to the nearest whole number ○ Can solve simple measure and money problems involving fractions and decimals to two decimal places
Measurement		<ul style="list-style-type: none"> ○ Can measure, compare, add and subtract length, mass and volume ○ Can measure the perimeter of simple 2D shapes ○ Can add and subtract amounts of money ○ Is fluent in telling the time - using 12 and 24hours clocks, calculating and comparing duration, telling time to the minute, etc. 	<ul style="list-style-type: none"> ○ Can convert between different units is measure e.g. pounds to pence, analogue to digital time ○ Can calculate the perimeter and area of a rectilinear figure
Geometry	Properties of Shape	<ul style="list-style-type: none"> ○ Can draw 2D shapes, make 3D shapes, recognise them in different orientations and describe them ○ Recognises right angles and whether other angles are greater or lesser then them ○ Can identify horizontal, vertical, parallel and perpendicular lines 	<ul style="list-style-type: none"> ○ Can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and size ○ Can identify acute and obtuse angles and compare or order angles up to two right angles by size ○ Can identify symmetry in a 2D shape and completes a symmetrical figure

	Position and Direction	N/A	<ul style="list-style-type: none"> ○ Can describe positions on a 2D grid as coordinates in the first quadrant ○ Can describe translations to left/right/up/down ○ Can plot specified points and draw sides to complete a given polygon
Statistics		<ul style="list-style-type: none"> ○ Can interpret and present data using bar charts, pictograms and tables ○ Can solve one and two step problems using the above 	<ul style="list-style-type: none"> ○ Can present and interpret discrete and continuous data ○ Can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables or other graphs

Mathematics – Upper Key Stage 2 (Years 5 and 6)

		Year 5	Year 6
Number	Number and Place Value	<ul style="list-style-type: none"> ○ Understands the place value of any digit in numbers up to a million ○ Can count forwards or backwards up to a million in powers of ten ○ Can round any number up to nearest 10, 100, 1000, 10000, 100000 or 1000000. ○ Can interpret negative numbers in context, and count forwards and backwards through zero. 	<ul style="list-style-type: none"> ○ Can read, write and compare numbers up to ten million and determine the value of each digit ○ Can round any whole number to a required degree of accuracy ○ Can use negative numbers in context and calculate intervals across zero ○
	Addition and subtraction	<ul style="list-style-type: none"> ○ Can use formal methods to add and subtract whole numbers of more than four digits ○ Can add and subtract numbers mentally and use rounding to check calculations ○ Can solve multi-step problems 	<ul style="list-style-type: none"> ○ Can use formal methods to multiply or divide four digit number by two digit numbers ○ Can manage remainders as whole numbers, fractions or by rounding as appropriate
	Multiplication and Division	<ul style="list-style-type: none"> ○ Can identify multiples and factors ○ Understands prime numbers, prime factors and composite numbers, can identify them up to 100 and recall them up to 19 ○ Can use formal methods to multiply four digit numbers by one or two digit numbers, and to divide them by one digit numbers. 	<ul style="list-style-type: none"> ○ Can perform mental calculations including mixed operations and large numbers ○ Can identify common factors, multiples and prime numbers ○ Understands the order of operations and the use of brackets when carrying out calculations involving all four operations.

		<ul style="list-style-type: none"> ○ Can multiply and divide numbers, including decimals, by 10, 100 and 1000 ○ Understands and uses square and cube numbers ○ Can solve problems that involve scaling by simple fractions and simple rates 	
	Fractions, Decimals and Percentages	<ul style="list-style-type: none"> ○ Can add and subtract fractions with denominators that are the same or multiples of the same number ○ Recognises mixed and improper fractions ○ Can round numbers to nearest whole or first decimal place ○ Can convert fractions into decimals ○ Can solve problems involving numbers with up to three decimal places ○ Understands percentage as parts of 100 ○ Can solve problems that use percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> ○ Can use common factors to simplify fractions and use common multiples to express fractions in the same denomination ○ Can add and subtract fractions with different denominators and mixed numbers ○ Can multiply simple pairs of proper fractions, writing the answer in its simplest form ○ Can divide proper fractions by whole numbers ○ Can calculate the decimal equivalent of a fraction, and recall simple equivalents between fractions, decimals and percentages ○ Can multiply one-digit numbers with up to two decimal places by whole numbers ○ Can use the formal method of division, giving an answer with up to two decimal places
Measurement		<ul style="list-style-type: none"> ○ Can convert between metric and imperial measures ○ Can calculate the area of all rectangles and estimate the area of irregular shapes ○ Can estimate volume and capacity 	<ul style="list-style-type: none"> ○ Can convert between units of measurement up to three decimal places including miles and kilometres ○ Recognises that shapes with the same area can have different perimeters ○ Can calculate the area of parallelograms and triangles ○ Can calculate, estimate and compare the volume of cubes and cuboids
Geometry	Properties of Shape	<ul style="list-style-type: none"> ○ Can identify 3D shapes from 2D representations ○ Can draw and measure given angles ○ Can identify 90, 180, 270 and 360 degrees 	<ul style="list-style-type: none"> ○ Can draw or make 2D and 3D shapes using given dimensions and angles ○ Can find unknown angles in triangles, quadrilaterals and regular polygons

		<ul style="list-style-type: none"> ○ Can deduce related facts and missing lengths and angles of rectangles ○ Can distinguish between regular and irregular polygons 	<ul style="list-style-type: none"> ○ Can illustrate and name parts of a circle and know that diameter is twice radius
	Position and Direction	<ul style="list-style-type: none"> ○ Can identify, describe and represent the position of a shape following a reflection or translation and know that it has not changed shape 	<ul style="list-style-type: none"> ○ Can describe positions on the full coordinate grid (all four quadrants) ○ Can draw and translate simple shapes on the coordinate plane and reflect them in the axes
Statistics		<ul style="list-style-type: none"> ○ Can solve problems using information represented in a line graph ○ Can complete and interpret information in tables including timetables 	<ul style="list-style-type: none"> ○ Can interpret and construct pie charts and line graphs and use these to solve problems ○ Can calculate and interpret the mean as an average
Ratio and Proportion		<ul style="list-style-type: none"> ○ N/A 	<ul style="list-style-type: none"> ○ Can solve problems involving the relative size of two quantities ○ Can solve problems involving the calculation of percentages ○ Can solve problems involving similar shapes where the scale factor can be worked out ○ Can solve problems involving unequal quantities using fractions and/or multiples
Algebra		<ul style="list-style-type: none"> ○ N/A 	<ul style="list-style-type: none"> ○ Can use simple formulae ○ Can generate and describe number problems algebraically ○ Can find pairs of numbers that satisfy an equation with two unknowns ○ Can enumerate the possible combinations of two variables

Science

Science – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Working Scientifically		<ul style="list-style-type: none"> ○ Can ask simple, relevant questions ○ Can observe closely, using simple equipment ○ Can perform simple tests ○ Can identify and classify items into big groups ○ Can suggest an explanation based on observation ○ Can gather and record simple data 	<ul style="list-style-type: none"> ○ Recognises that questions may have several valid answers ○ Can describe accurately what has been observed ○ Can explain how a simple test works ○ Can classify items in different groupings ○ Can suggest alternative but plausible explanations ○ Uses data to help answer questions
Biology-based topics	Plants	<ul style="list-style-type: none"> ○ Can name a variety of common wild and garden plants, including deciduous and evergreen trees ○ Knows the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> ○ Can describe how seeds and bulbs grow into mature plants ○ Can describe how plants need water, light and a suitable temperature to grow and stay healthy
	Animals, including humans	<ul style="list-style-type: none"> ○ Can name animals including fish, amphibians, reptiles, birds and mammals ○ Can name animals that are carnivores, herbivores and omnivores ○ Can compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ○ Can name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> ○ Understands that animals, including humans, have offspring which grow into adults ○ Can describe the basic needs of animals, including humans, for survival ○ Can explain the importance for humans of exercise, eating the right amounts of different types of food and hygiene
	Living things and their habitats (Year 2 only)	N/A	<ul style="list-style-type: none"> ○ Can contrast things that are living, dead and have never been alive ○ Can explain how different habitats provide for the basic needs of different animals, and how they depend on each other

			<ul style="list-style-type: none"> ○ Can identify a variety of plants and animals in the habitats, including microhabitats ○ Can describe how animals obtain food using simple food chain, and identify different sources of food
Chemistry-based topics	Everyday Materials	<ul style="list-style-type: none"> ○ Can distinguish between an object and the materials from which it is made ○ Can name and compare the properties of a variety of everyday materials, including wood, plastic, glass, metal, water and rock ○ Can describe the simple physical properties of everyday materials 	<ul style="list-style-type: none"> ○ Can compare the suitability of everyday materials for particular uses ○ Understands that the shapes of solid objects can be changed e.g. by squashing, stretching, etc.
Physics-based topics	Seasonal Changes (Year 1 only)	<ul style="list-style-type: none"> ○ Recognises change from the four seasons ○ Can describe weather associated with the seasons and how day length varies 	N/A

Science – Lower Key Stage 2 (Years 3 and 4)

		Year 3		Year 4
Working Scientifically		<ul style="list-style-type: none"> ○ Can devise a simple fair test ○ Can take accurate measurements ○ Can record data in a simple suitable format ○ Can use results to draw conclusions ○ Can identify similarities and differences between objects or processes studied ○ Can explain accurately what has been done or observed 		<ul style="list-style-type: none"> ○ Can set up practical enquiries, comparative and fair tests ○ Can make systematic observations and measurements ○ Can record, classify and present data helpfully ○ Can use results to make predictions, suggest improvements and raise further questions ○ Can identify similarities and differences between scientific ideas ○ Can present the process and findings of an enquiry to others
Biology-based topics	Plants	<ul style="list-style-type: none"> ○ Can describe the functions of different parts of flowering plants, including pollination 	Living things and their habitats	<ul style="list-style-type: none"> ○ Can classify living things ○ Understands that environments change and that this can sometimes pose dangers to living things

		<ul style="list-style-type: none"> ○ Understands how different plants fulfil their requirements e.g. for light, nutrients ○ Understands how water is transported in plants 		
	Animals, including humans	<ul style="list-style-type: none"> ○ Understands that animals eat for nutrition ○ Understands the functions of a skeleton and muscles 	Animals, including humans	<ul style="list-style-type: none"> ○ Can describe the functions of the human digestive system ○ Can identify types of teeth in humans and their functions ○ Can construct and interpret food chains, identifying producers, predators and prey
Chemistry-based topics	Rocks	<ul style="list-style-type: none"> ○ Can compare and group different types of rock ○ Can describe how fossils are formed ○ Knows that soils are made from rocks and organic matter 	States of Matter	<ul style="list-style-type: none"> ○ Can compare materials according to whether they are solids, liquids or gases ○ Knows that some materials change state at certain temperatures ○ Understands the role of evaporation and condensation in the water cycle and can link evaporation with temperature
Physics-based topics	Light	<ul style="list-style-type: none"> ○ Knows that darkness is the absence of light ○ Knows that light reflects from surfaces ○ Understands that sunlight can be dangerous ○ Understands how shadows are formed and why they change shape 	Sound	<ul style="list-style-type: none"> ○ Knows how sounds are made and how they travel through the air ○ Can link the pitch of a sound with the features of the object that produced it ○ Knows that sound gets fainter as the distance from the source increases
	Forces and Magnets	<ul style="list-style-type: none"> ○ Can compare how things move on different surfaces ○ Understands that magnets can repel or attract, work at a distance, and have two poles, and can work out whether they will attract or repel ○ Can compare the response of different materials to magnets and identify some magnetic materials 	Electricity	<ul style="list-style-type: none"> ○ Can identify common appliances that run on electricity ○ Can construct and label a simple series electrical circuit and say whether a lamp will light up based on its position ○ Understands how a switch works ○ Knows common conductors and insulators and that metals are good conductors

Science – Upper Key Stage 2 (Years 5 and 6)

		Year 5		Year 6
Working Scientifically		<ul style="list-style-type: none"> ○ Can take precise measurements at intervals ○ Can use test results to set up further comparative and fair tests ○ Can record more complex data using appropriate representation 		<ul style="list-style-type: none"> ○ Can plan scientific enquiries, controlling for variables where necessary ○ Can present findings, including conclusions, casual relationships, explanation and degree of trust in results ○ Can spot the use of scientific evidence in argument
Biology-based topics	Living things and their habitats	<ul style="list-style-type: none"> ○ Can describe differences in the life cycles of a mammal, amphibian, insect and bird ○ Can describe the life process of reproduction in some plants and animals. 	Living things and their habitats	<ul style="list-style-type: none"> ○ Can classify living things into broad groups and sub-groups, and justify classification
	Animals, including humans	<ul style="list-style-type: none"> ○ Can describe the changes as humans develop into old age 	Animals, including humans	<ul style="list-style-type: none"> ○ Can name the main parts of the human circulatory system and can describe the functions of the heart, blood vessels and blood ○ Can describe the impact of diet, exercise, drugs and lifestyle on the way the body functions ○ Can describe the ways that water and nutrients are transported in animals
	Evolution and Inheritance	N/A	Evolution and Inheritance	<ul style="list-style-type: none"> ○ Recognises that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago ○ Recognises that living things produce offspring of the same kind, but not necessarily identical to their parents ○ Understands how plants and animals adapt to suit their

				environment and this may lead to evolution
Chemistry-based topics	Properties and changes of materials	<ul style="list-style-type: none"> ○ Understands the ideas of hardness, translucence, solubility, conductivity and response to magnets ○ Knows how to recover a substance from a solution ○ Knows how mixtures might be separated e.g. filtering, sieving, evaporating ○ Understands that dissolving, mixing and changes of state are reversible, but that there are exceptions ○ Can give reasons for the suitability of a material for a particular job based on its properties. 		N/A
Physics-based topics	Earth and Space	<ul style="list-style-type: none"> ○ Knows the names and positions of planets in the solar system ○ Understands the movement of planets around the sun and the moon around the earth ○ Knows that the sun, Earth and moon are roughly spherical bodies ○ Understands how rotation produces night and day 	Light	<ul style="list-style-type: none"> ○ Knows that light appears to travel in straight lines ○ Knows that objects reflect light ○ Can explain how eyes see using light reflected from objects ○ Can explain the shape of shadows
	Forces	<ul style="list-style-type: none"> ○ Grasps the idea of gravity ○ Recognises the effects of air resistance, water resistance and friction ○ Understands how levers, pulleys and gears work 	Electricity	<ul style="list-style-type: none"> ○ Can associate brightness and volume with the number and voltage of cells in a circuit ○ Can explain the way components function in a circuit ○ Uses recognised symbols in a circuit diagram

Art and Design

Art and Design – Key Stage 1 (Years 1 and 2)

Year 1	Year 2
<ul style="list-style-type: none"> ○ Has planned and made a product to a simple specification, and evaluated it afterwards ○ Is able to demonstrate variety and increasing control in drawing and painting ○ Is able to decorate in a number of ways e.g. using colour, pattern, texture ○ Can describe the work and distinctive style of one or two important artists 	<ul style="list-style-type: none"> ○ Has planned and made products using different materials and appreciates what different material are good for ○ Has experienced sculpture and shown some early skill in planning the work and managing the medium ○ Has taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colour ○ Can compare and contrast different disciplines and artists, using examples to show what is distinctive about them

Art and Design – Lower Key Stage 2 (Years 3 and 4)

Year 3	Year 4
<ul style="list-style-type: none"> ○ Has made effective use of a sketchbook to record observations and gather ideas ○ Has experienced a range of drawing tools and materials and made clear progress in one or more of these ○ Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects across time 	<ul style="list-style-type: none"> ○ Has made effective use of a sketch boo to gather and develop early ideas ○ Has experienced a range of painting tools and materials and made clear progress in 2D arts ○ Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects of a particular period of time

Art and Design – Upper Key Stage 2 (Years 5 and 6)

Year 5	Year 6
<ul style="list-style-type: none"> ○ Has made effective use of a sketch book to gather, develop and experiment with ideas ○ Has experienced a range of 3D are tools and materials and made clear progress in one or more of these ○ Can describe the work and distinctive style of a handful of significant artists, craft makers and architects or a particular movement 	<ul style="list-style-type: none"> ○ Has made effective use of a sketch book to initiate and incubate ideas for future projects ○ Has experienced two or three crafts or new arts such as computer art or textiles and has made clear progress in one or more of these ○ Can describe the work and distinctive style of a handful of significant artists, craft makers and architects united by locality, period, theme or art.

Computing

Computing – Key Stage 1 (Years 1 and 2)

Year 1	Year 2
<ul style="list-style-type: none">○ Understands the importance of giving clear, precise, logical instructions○ Can create a simple programme○ Knows how to save, open and store simple digital content○ Knows a range of important uses of IT○ Understands and respects privacy and knows why some uses of the computer are discouraged	<ul style="list-style-type: none">○ Understands what an algorithm is and how devices use them○ Can debug a simple programme○ Can organise own data store○ Knows why IT is important for society more generally○ Knows how to keep own information private and what to do if concerned about content or behaviour

Computing – Lower Key Stage 2 (Years 3 and 4)

Year 3	Year 4
<ul style="list-style-type: none">○ Can write simple programmes to do specific things e.g. control physical systems○ Can explain in simple terms a computer network and the internet, and why they are useful○ Understands the benefits and threats of the internet and how they can be minimised	<ul style="list-style-type: none">○ Can use logic to explain or correct an algorithm, and solve a programming problem by breaking it down into smaller parts○ Can use a search engine with some discrimination and understand how it selects and ranks items○ Recognises acceptable and unacceptable behaviour on digital media and how to respond to it

Computing – Upper Key Stage 2 (Years 5 and 6)

Year 5	Year 6
<ul style="list-style-type: none">○ Uses sequences, selection and repetition in programmes○ Can draw from a variety of software to get sound information and put it to good use○ Can discriminate between useful, reliable information and that which is less reliable	<ul style="list-style-type: none">○ Can work with variables and various forms of input and output○ Can exploit and combine a range of software and digital devices to create useful new programmes, content or systems○ Is a discriminating and efficient user of digital information

Design and Technology

Design and Technology – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Design	<ul style="list-style-type: none"> Can plan a product on the basis of its use, purpose and appeal 	<ul style="list-style-type: none"> Can use a range of methods to help plan a product e.g. sketches, research, oral feedback
Make	<ul style="list-style-type: none"> Can choose appropriate materials and tools to make a product 	<ul style="list-style-type: none"> Can consider the benefits of alternative materials and approaches to making a product
Evaluate	<ul style="list-style-type: none"> Can evaluate existing products against given criteria 	<ul style="list-style-type: none"> Can evaluate their own plans against criteria
Technical Knowledge	<ul style="list-style-type: none"> Can build and improve structures e.g. to be stable 	<ul style="list-style-type: none"> Can employ mechanisms such as pulleys and wheels in making a product
Cooking and Nutrition	<ul style="list-style-type: none"> Knows where food comes from 	<ul style="list-style-type: none"> Can prepare a meal that is compatible with a healthy balanced diet

Design and Technology – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Design	<ul style="list-style-type: none"> Can research and discuss ideas and review existing products to inform a new design 	<ul style="list-style-type: none"> Can articulate criteria for the design of a product based on its purpose, intended user and resources available
Make	<ul style="list-style-type: none"> Can select an appropriate tool for the job, and use it safely 	<ul style="list-style-type: none"> Can select the most suitable tool from a range on offer, and use it safely
Evaluate	<ul style="list-style-type: none"> Can comment on the strengths and weaknesses of existing products 	<ul style="list-style-type: none"> Can measure own products against criteria
Technical Knowledge	<ul style="list-style-type: none"> Knows how to strengthen a structure 	<ul style="list-style-type: none"> Knows a range of mechanisms to assist the working of a design
Cooking and Nutrition	<ul style="list-style-type: none"> Knows the main food groups and that a healthy diet is balanced 	<ul style="list-style-type: none"> Can explain, in basic terms, what is meant by a healthy and balanced diet and where the major risks to health lie

Design and Technology – Upper Key Stage 2 (Years 5 and 6)

	Year 5	Year 6
Design	<ul style="list-style-type: none"> Can generate and develop ideas in the form of sketches, prototypes and plans 	<ul style="list-style-type: none"> Can explain how and why a design has been developed and use feedback to refine plans
Make	<ul style="list-style-type: none"> Can select suitable materials and components for the job 	<ul style="list-style-type: none"> Can make innovative choices and combinations of materials to fulfil a job
Evaluate	<ul style="list-style-type: none"> Can seek and respond to the opinions of others to help improve a product 	<ul style="list-style-type: none"> Knows of some key designs and designers and why they were significant
Technical Knowledge	<ul style="list-style-type: none"> Understands and applies electrical systems to products 	<ul style="list-style-type: none"> Understands and applies computing to product development
Cooking and Nutrition	<ul style="list-style-type: none"> Can prepare a few savoury and healthy dishes, using a range of cooking techniques e.g. grilling, baking 	<ul style="list-style-type: none"> Understands seasonality in food, and can prepare food that is in keeping with the season, is fresh and tasty as well as healthy.

Geography

Geography – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans on a map 	<ul style="list-style-type: none"> Can name and locate the four countries and capital cities of the UK and its surrounding seas on a map
Place Knowledge	<ul style="list-style-type: none"> Can describe the characteristics of one area of the UK 	<ul style="list-style-type: none"> Can describe the characteristics of a Non-European area and contrast it with the UK
Human and Physical Geography	<ul style="list-style-type: none"> Can describe the seasons and weather patterns for the UK Knows the geographical terms for common physical features 	<ul style="list-style-type: none"> Can locate hot and cold areas of the world on a map Knows the correct terms for common features of human geography
Geographical skills and fieldwork	<ul style="list-style-type: none"> Can find the UK, continents, oceans and other places studied on a map Knows the points of the compass 	<ul style="list-style-type: none"> Can make sense of features in an aerial photograph Can draw a simple map with a key Can observe and describe the geography of the school area

Geography – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Locational Knowledge	<ul style="list-style-type: none"> ○ Can identify the main geographical features of the UK and its distinctive region ○ Can describe the local region and recognise its distinctive geographical features 	<ul style="list-style-type: none"> ○ Can locate the countries of Europe (including Russia) and describe their principle features
Place Knowledge	<ul style="list-style-type: none"> ○ Can describe in some detail the geographical characteristics of a region of the UK 	<ul style="list-style-type: none"> ○ Can make key comparisons between an area of the UK and one in Europe
Human and Physical Geography	<ul style="list-style-type: none"> ○ Can explain the water cycle and the river system 	<ul style="list-style-type: none"> ○ Can explain volcanoes, earthquakes and the geography of mountains
Geographical skills and fieldwork	<ul style="list-style-type: none"> ○ Can use the eight point compass, four and six grid references, symbols and keys 	<ul style="list-style-type: none"> ○ Can use maps to research and then describe the features of an area

Geography – Upper Key Stage 2 (Years 5 and 6)

	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> ○ Can explain longitude and latitude and associated terms e.g. equator ○ Can locate the countries of North and South America and describe their principle features 	<ul style="list-style-type: none"> ○ Can explain the Greenwich meridian and the time zones ○ Can trace the geographical development of an area over time showing how its environment and land uses have changed over time
Place Knowledge	<ul style="list-style-type: none"> ○ Can make key comparisons between an area of the UK and one in the Americas 	<ul style="list-style-type: none"> ○ Can make a three-way comparison of one aspect of Geography from the UK, Europe, North or South America
Human and Physical Geography	<ul style="list-style-type: none"> ○ Recognises climate zones and biomes and can explain vegetation belts 	<ul style="list-style-type: none"> ○ Recognises the signs of human geography, including settlements and the use of natural resources, and how these resources are distributed
Geographical skills and fieldwork	<ul style="list-style-type: none"> ○ Is able to observe, measure and record what is seen in fieldwork 	<ul style="list-style-type: none"> ○ Is able to construct maps, sketches, graphs, etc. as appropriate to support fieldwork

History

History – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Changes within living memory	<ul style="list-style-type: none"> Can identify people, practices or articles (such as parents or favourite toys) that have changed in one's own memory and consider why that change has occurred 	<ul style="list-style-type: none"> Can pinpoint significant personal, social or national events that have happened within one's own memory (such as Olympic Games, elections) and why they have been important
Events beyond living memory	<ul style="list-style-type: none"> Can describe a famous event that happened before one's own time, know when it happened and say why it was important 	<ul style="list-style-type: none"> Has constructed an historical timeline and knows what life was like in one or two different periods
Significant Individuals	<ul style="list-style-type: none"> Can name a handful of famous men and women, say when they lived and what they did was important 	<ul style="list-style-type: none"> Can describe a linked group of significant people and what they contributed to their field e.g. monarchs, explorers, inventors
Local History	<ul style="list-style-type: none"> Can name a significant local person (place or event) and why he/she (it) is considered important 	<ul style="list-style-type: none"> Can describe a significant local place (person or event) and why it (he/she) is considered important

History – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
British History	Stone age to Iron Age	<ul style="list-style-type: none"> Can describe what life was like during this period, how the discovery of metals changed it, and knows what kind of evidence survives 	N/A
	The Roman empire and its impact on Britain	N/A	<ul style="list-style-type: none"> Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives
A local History study		<ul style="list-style-type: none"> Can describe a significant local event or period (person or group) and explain why it (he/she) is considered important 	<ul style="list-style-type: none"> Can describe how the locality has changed over time e.g. from village to town, from agricultural to industrial

An aspect or theme in British History that extends beyond 1066	<ul style="list-style-type: none"> ○ Can trace the development of a simple object or commonplace activity over time, showing how it changed and why 	<ul style="list-style-type: none"> ○ Can trace the development of a more complex subject over time, such as a family or an occupation, showing how it changed and why
Earliest Civilisations	<ul style="list-style-type: none"> ○ Can describe the achievements of the earliest civilisations, and the lives of people in either Sumer, Indus or Egypt 	<ul style="list-style-type: none"> ○ Can describe the achievements, society and everyday life of the ancient Greeks and how they have influenced the western world

History – Upper Key Stage 2 (Years 5 and 6)

		Year 5	Year 6
British History	Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> ○ Understands where and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British life 	N/A
	The Viking and Anglo-Saxon struggles for the kingdom of England	N/A	<ul style="list-style-type: none"> ○ Can explain the sequence of events caused by Viking invasions, English resistance and how the Anglo Saxons finally gained power in England
A local History study		<ul style="list-style-type: none"> ○ Recognises evidence of the past in the local environment 	<ul style="list-style-type: none"> ○ Can explain how a national event affected the locality e.g. socially, economically
An aspect or theme in British History that extends beyond 1066		<ul style="list-style-type: none"> ○ Can describe a turning point or a change in British history, explain what happened, why it happened and why it turned out to be important 	<ul style="list-style-type: none"> ○ Can explain why a turning point or change occurred, recognising the forces that supported and held it back, understanding why it reached the conclusion it did and what its consequences were
Earliest Civilisations		<ul style="list-style-type: none"> ○ Recognises similarities and differences between British and Islamic, Mayan or Benin societies around 900AD 	N/A

Modern Foreign Languages (French)

French is only taught in Years 3 - 6 at UTS, although sometimes other languages will be brought into other year groups as part of a topic.

Year 3	Year 4
<ul style="list-style-type: none"> ○ Knows that there are many languages across the world and that they used different words and ways of making sense ○ Knows words and useful phrases in the target language e.g. numbers, yes/no, please/thank you, hello, where is...?, I am... ○ Responds to a handful of simple questions such as What is your name? Would you like...? Where is...? ○ Can recite a simple rhyme in the target language 	<ul style="list-style-type: none"> ○ Can write and illustrate some simple sentences in the target language and know what each word means e.g. This is a ... I wish to buy a ... I like ... I don't like... ○ Knows that some languages distinguish between genders and how this happens in the target language ○ Knows a range of everyday nouns ○ Knows a number of useful adjectives such as big, little, good, bad, red, green ○ Knows the definite and indefinite articles ○ Knows a handful of useful prepositions such as to, in, up and down
Year 5	Year 6
<ul style="list-style-type: none"> ○ Knows a handful of useful verbs such as be, go, like, have, do and how they are used in the present tense ○ Can respond to common instructions e.g. Go to... Pick up... tell me... ○ Can start a conversation in the target language e.g. in a shop, when meeting new people, etc. ○ Has a sense of the order and construction of simple sentences in the target language ○ Can generate and write down simple sentences 	<ul style="list-style-type: none"> ○ Can use the accent and intonation of the target language ○ Knows some useful adverbs such as quickly, slowly, often ○ Know some useful conjunctions such as and , next and but ○ Knows the main pronouns and can use them in a sentence ○ Has a sizeable vocabulary of everyday words relating to home, school and locality ○ Can construct longer sentences, some containing two clauses

Music

Music – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Perform	<ul style="list-style-type: none"> ○ Joins in simple songs, chants and rhymes ○ Can work with others to combine sounds to accompany a song or chant or create a short rhythmic piece 	<ul style="list-style-type: none"> ○ Sings and chants expressively to reflect meaning ○ Can demonstrate the way different kinds of instruments make their sounds
Compose	<ul style="list-style-type: none"> ○ Has worked out how to make different sounds and rhythms from a range of different instruments 	<ul style="list-style-type: none"> ○ Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit
Listen	<ul style="list-style-type: none"> ○ Can attend to different types of music and describe them in basic terms 	<ul style="list-style-type: none"> ○ Can listen to pieces of music and describe the kind of instruments and sounds they include

Music – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Perform	<ul style="list-style-type: none"> ○ Can adapt and improve a musical performance e.g. singing or playing a short piece 	<ul style="list-style-type: none"> ○ Is able to increase accuracy, control and expression through practice and rehearsal
Compose	<ul style="list-style-type: none"> ○ Can improvise a short simple musical piece 	<ul style="list-style-type: none"> ○ Can compose a short, simple and coherent musical piece
Listen	<ul style="list-style-type: none"> ○ Can listen to and recall a short musical sequence ○ Can describe the main features of longer pieces 	<ul style="list-style-type: none"> ○ Can identify the kind of music they have listened to and give a reasoned personal reaction to it

Music – Upper Key Stage 2 (Years 5 and 6)

	Year 5	Year 6
Perform	<ul style="list-style-type: none"> ○ Can practise, rehearse and perform with others and contribute to gradual improvement in the performance 	<ul style="list-style-type: none"> ○ Is able to develop and perform a solo or small group presentation for an audience
Compose	<ul style="list-style-type: none"> ○ Appreciates that there may be different ways to perform or express the same piece of music 	<ul style="list-style-type: none"> ○ Is able to use staff and other musical notations to record simple compositions
Listen	<ul style="list-style-type: none"> ○ Can describe the salient features of a piece of music and know what tradition it belongs to 	<ul style="list-style-type: none"> ○ Is familiar with some great composers and their place in history of music, and is able to describe their musical style and achievements.

Physical Education

Physical Education – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
	<ul style="list-style-type: none"> ○ Can run, jump, throw and catch well enough to join in sports that use them ○ Can join in team games, playing by the rules and supporting the team ○ Can join in a dance, responding to music or rhythm or following a pattern 	<ul style="list-style-type: none"> ○ Can balance, coordinate and exhibit agility well enough to participate in exercises and sports that use them ○ Can participate in team games and understand one's own particular role in defence or attack ○ Can create and perform a dance, joining together movements into a pattern

Physical Education – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Perform	<ul style="list-style-type: none"> ○ Can perform movements in isolation or in a combination ○ Can work as a team player ○ Demonstrates effective attack skills ○ Performs dances with a range of movements ○ Has played one or two competitive sports ○ Has achieved a good basic swimming style 	<ul style="list-style-type: none"> ○ Can demonstrate and develop flexibility and strength e.g. in gymnastics ○ Is able to reflect on and improve performance ○ Demonstrates effective defensive skills ○ Has participated in two or three team sports ○ Can swim 100m confidently

Physical Education – Upper Key Stage 2 (Years 5 and 6)

	Year 5	Year 6
Perform	<ul style="list-style-type: none"> ○ Can demonstrate and develop techniques for success e.g. in athletics ○ Demonstrates stamina and resilience in the course of a match or tournament ○ Can critique performance of self or team and suggest ways to improve ○ Has participated in three or four competitive sports ○ Knows how to stay safe and self-help in the water 	<ul style="list-style-type: none"> ○ Can demonstrate and develop control and balance e.g. in gymnastics ○ Demonstrates a sense of strategy in team sports to help secure success ○ Can make a plan for self-improvement ○ Has succeeded in some elements of outdoor activity ○ Has participated in different sports - team, individual, competitive, etc. ○ Can swim in a range of strokes

