

Key Assessment Criteria: *Being a speaker*

A year 1 speaker	A year 2 speaker	A year 3 speaker
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can re-tell a well known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	<ul style="list-style-type: none"> • I can ask question to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate.

Key Assessment Criteria: *Being a reader*

A year 1 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (Beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about.

Key Assessment Criteria: *Being a writer*

A year 1 writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

Key Assessment Criteria: *Being a mathematician (full version)*

A year 1 mathematician

Number and place value

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

Geometry – properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 1 mathematician	
<p>Number</p> <ul style="list-style-type: none"> • I can count reliably to 100. • I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100. • I can write all numbers in words to 20. • I can say the number that is one more or one less than a number to 100. • I can recall all pairs of addition and subtraction number bonds to 20. • I can add and subtract 1-digit and 2-digit numbers to 20, including zero. • I know the signs + - =. • I can solve a missing number problem. • I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations. 	<p>Measurement and geometry</p> <ul style="list-style-type: none"> • I recognise all coins. • I recognise and can name the 2D shapes: circle, triangle, square and rectangle. • I recognise and can name the 3D shapes: cuboid, pyramid, sphere. • I can name the days of the week and months of the year. • I can tell the time to o'clock and half past the hour.

Key Assessment Criteria: *Being a scientist*

A year 1 scientist			
<p>Working scientifically (Y1 and Y2)</p> <ul style="list-style-type: none"> I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions 	<p>Biology</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and leaves of a tree. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> I can name a variety of animals including fish, amphibians, reptiles birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). I can sort living and non-living things. I can name the parts of the human body that I can see. I can link the correct part of the human body to each sense. 	<p>Chemistry</p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from. I can name wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group objects based on the materials they are made from. 	<p>Physics</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season.

Key Assessment Criteria: *Being an historian*

A year 1 historian	A year 2 historian	A year 3 historian
<ul style="list-style-type: none"> • I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can spot old and new things in a picture. • I can explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. • I can explain some of the times when Britain has been invaded. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.

Key Assessment Criteria: *Being a geographer*

A year 1 geographer	A year 2 geographer	A year 3 geographer
<ul style="list-style-type: none"> • I can keep a weather chart and answer questions about the weather. • I can explain where I live and tell someone my address. • I can explain some of the main things that are in hot and cold places. • I can explain the clothes that I would wear in hot and cold places. • I can explain how the weather changes throughout the year and name the seasons. • I can name the four countries in the United Kingdom and locate them on a map. • I can name some of the main towns and cities in the United Kingdom. 	<ul style="list-style-type: none"> • I can say what I like and do not like about the place I live in. • I can say what I like and do not like about a different place. • I can describe a place outside Europe using geographical words. • I can describe some of the features of an island. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I can explain how jobs may be different in other locations. • I can explain how an area has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can name the continents of the world and locate them on a map. • I can name the world oceans and locate them on a map. • I can name the capital cities of England, Wales, Scotland and Ireland. • I can find where I live on a map of the United Kingdom. 	<ul style="list-style-type: none"> • I can use the correct geographical words to describe a place. • I can use some basic Ordnance Survey map symbols. • I can use grid references on a map. • I can use an atlas by using the index to find places. • I can describe how volcanoes are created. • I can locate and name some of the world's most famous volcanoes. • I can describe how earthquakes are created. • I can name a number of countries in the northern hemisphere. • I can name and locate the capital cities of neighbouring European countries.



Key Assessment Criteria: *Being an artist*

A year 1 artist	A year 2 artist	A year 3 artist
<ul style="list-style-type: none">• I can show how people feel in paintings and drawings.• I can create moods in art work.• I can use pencils to create lines of different thickness in drawings.• I can name the primary and secondary colours.• I can create a repeating pattern in print.• I can cut, roll and coil materials.• I can use IT to create a picture.• I can describe what I can see and give an opinion about the work of an artist.• I can ask questions about a piece of art.	<ul style="list-style-type: none">• I can choose and use three different grades of pencil when drawing.• I can use charcoal, pencil and pastel to create art.• I can use a viewfinder to focus on a specific part of an artefact before drawing it.• I can mix paint to create all the secondary colours.• I can create brown with paint.• I can create tints with paint by adding white.• I can create tones with paint by adding black.• I can create a printed piece of art by pressing, rolling, rubbing and stamping.• I can make a clay pot.• I can join two clay finger pots together.• I can use different effects within an IT paint package.• I can suggest how artists have used colour, pattern and shape.• I can create a piece of art in response to the work of another artist.	<ul style="list-style-type: none">• I can show facial expressions in my art.• I can use sketches to produce a final piece of art.• I can use different grades of pencil to shade and to show different tones and textures.• I can create a background using a wash.• I can use a range of brushes to create different effects in painting.• I can identify the techniques used by different artists.• I can use digital images and combine with other media in my art.• I can use IT to create art which includes my own work and that of others.• I can compare the work of different artists.• I recognise when art is from different cultures.• I recognise when art is from different historical periods.

Key Assessment Criteria: *Being a designer*

A year 1 designer	A year 2 designer	A year 3 designer
<ul style="list-style-type: none"> • I can use my own ideas to make something. • I can describe how something works. • I can cut food safely. • I can make a product which moves. • I can make my model stronger. • I can explain to someone else how I want to make my product. • I can choose appropriate resources and tools. • I can make a simple plan before making. 	<ul style="list-style-type: none"> • I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can explain why I have chosen specific textiles. • I can measure materials to use in a model or structure. • I can describe the ingredients I am using. 	<ul style="list-style-type: none"> • I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance. • I can select the most appropriate tools and techniques for a given task. • I can make a product which uses both electrical and mechanical components. • I can work accurately to measure, make cuts and make holes. • I can describe how food ingredients come together.

Key Assessment Criteria: *Being a musician*

A year 1 musician	A year 2 musician	A year 3 musician
<ul style="list-style-type: none"> • I can use my voice to speak, sing and chant. • I can use instruments to perform. • I can clap short rhythmic patterns. • I can make different sounds with my voice and with instruments. • I can repeat short rhythmic and melodic patterns. • I can make a sequence of sounds. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things. • I can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> • I can sing and follow a melody. • I can perform simple patterns and accompaniments keeping a steady pulse. • I can play simple rhythmic patterns on an instrument. • I can sing or clap increasing and decreasing tempo. • I can order sounds to create a beginning, middle and an end. • I can create music in response to different starting points. • I can choose sounds which create an effect. • I can use symbols to represent sounds. • I can make connections between notations and musical sounds. • I can listen out for particular things when listening to music. • I can improve my own work. 	<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved.

Key Assessment Criteria: *Being a sports person*

A year 1 sports person	A year 2 sports person	A year 3 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely.

Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a web site. • I can use a camera. • I can record sound and play back. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can use technology safely. • I can keep personal information private. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can use a range of instructions (e.g. direction, angles, turns). • I can test and amend a set of instructions. • I can find errors and amend. (debug) • I can write a simple program and test it. • I can predict what the outcome of a simple program will be (logical reasoning). • I understand that algorithms are used on digital devices. • I understand that programs require precise instructions. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can organise digital content. • I can retrieve and manipulate digital content. • I can navigate the web to complete simple searches. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I use technology respectfully. • I know where to go for help if I am concerned. • I know how technology is used in school and outside of school. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y1 and Y2

Knowledge and understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

Key Assessment Criteria: *Being an international speaker*

A year 1/2 international speaker	A year 3/4 international speaker	A year 5/6 international speaker
<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can answer with a single word. • I can answer with a short phrase. • I can ask a question. • I can name people. • I can name places. • I can name objects. • I can use set phrases. • I can choose the right word to complete a phrase. • I can choose the right word to complete a short sentence. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand single words. • I can read and understand short phrases. • I can use simple dictionaries to find the meaning of words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write single words correctly. • I can label a picture. • I can copy a simple word or phrase. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.