



Foundation

Subject

Targets

Personal skills

Key Stage 1

I can get changed and put my clothes in my bag.

I can tidy up after myself.

I usually try my best in lessons.

I always say please and thank you.

I help other people and am kind to others.

I look after my property.

I can follow instructions.

I can cut out neatly.

I respect other people's property and feelings.

I talk politely to adults and children.

I can be trusted to get things out in sessions.

I can be trusted to carry out tasks.

I don't distract others while they work.

I give praise to others.

I can fold paper accurately.

I can sit sensibly in class.

I behave well for adults.

I can share things.

Key Stage 2

I can look after younger children sensibly

I can run activities for younger children (eg as a play leader, running a golden morning)

I can wait patiently when I need to do so.

I make an effort to do great home learning activities.

I am reliable and responsible when doing my work and my school jobs.

I am good at seeing others' points of view.

I can think about ways to solve problems.

I can take responsibility for my actions.

I can support my friends in making the right choices.

I can cycle safely to school.

I am aware about what is going on in the news and engage in discussions about issues.

I can evaluate my work effectively and honestly.

I can mount my work neatly.

I take care with the presentation of my work and my handwriting.

Science

Year 1 and Year 2

Working Scientifically

- 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 talk about what I have discovered.
- I can use simple data to answer questions.
- I can explain what I have found out using scientific vocabulary.
- I can say whether things happened as I expected, and if not why not.



Biology

Living things and their habitats

Y1

- I can sort living and non-living things

Y2

- I can identify things that are living, dead, and have never lived.
- I can describe how a habitat provides for the basic needs of the things living there. (plants and animals)
- I can identify and name animals and plants living in a range of habitats.
- I can match living things to their habitat.
- I can explain a simple food chain.

Plants

Y1

I can name a variety of common 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

Y2

I can describe how seeds and bulbs grow into plants

I know what plants need to stay healthy.

Animals (including humans)

Y1

I can name and sort animals including fish, amphibians, reptiles, birds and mammals

I can classify and name animals by what they eat (carnivore, omnivore and herbivore).

I can name parts of the human body and link correct parts to each sense.

Y2

I can explain the basic life cycle for animals, including humans.

I can describe what animals need to survive.

I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Uses of everyday materials

Y1

I can identify and name the materials 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.

Y2

I can identify and name a range of materials including wood, plastic, glass, metal, rock, brick, paper and cardboard

I can suggest why a material might be used for a specific job.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Physics

Seasonal changes

Y1

I can name the seasons, comment on their changes and suggest their types of weather.

Year 3 and Year 4



Working Scientifically

I can ask relevant scientific questions.

I can use observations and knowledge to answer scientific questions.

I can set up a simple enquiry to explore a scientific question.

I can set up a test to compare two things

I can set up a fair test and describe why it is fair.

I can make careful and accurate observations, including the use standard units.

I can use equipment, including thermometer and data loggers to make measurements.

I can gather, record, classify and present data in different ways to answer scientific questions.

I can recognise evidence is needed to generate scientific ideas.

I can use diagrams, keys, bar charts and tables.

I can report my findings in different ways, (oral and written explanations and presentations)

I can identify patterns, draw conclusions and suggest improvements.

I can make a prediction with a reason.

I can identify differences, similarities, and changes related to an enquiry.

I can use test results to make further predictions and set up further comparative tests.

Biology

Y3 Plants

I can describe the function of different parts of flowering plants and trees.

I can explore and describe the needs of different plants for survival.

I can explore and describe how water is transported within plants.

I can describe the plant life cycle, especially the importance of flowers.

Y4 Living things and their habitats

I can group living things in different ways.

I can use and create classification keys to group, identify and name living things.

I can describe how changes in an environment could endanger living things.

Animals including humans

Y3

I can explain the importance of a balanced, nutritious diet.

I can explain how nutrients, water and oxygen are transported within animals and humans.

I can describe and explain the skeletal system of a human.

I can describe and explain the muscular system of a human.

I can describe the purpose of the skeleton in humans and animals.

Y4

I can identify and name parts of the human digestive system and the functions of the organs.

I can identify and describe the functions of different human teeth.

I can use and construct food chains to identify producers, predators and prey.

Chemistry

Y3 Rocks

I can compare and group rocks based on their appearance and physical properties, giving a reason.

I can describe how fossils are formed.

I can describe how soil is made.

I can describe and explain the difference between sedimentary and igneous rock.

Y4 States of matter

I can group materials based on their state of matter (solid, liquid, gas)

I can relate temperature to the change of state of materials.

I can explore and describe how materials change state.

I can describe the water cycle, and explain the part played by evaporation and condensation.

Physics

Y3 Light

I can describe what dark is (the absence of light).

I can explain that light is needed in order to see.

I can explain that light is reflected from a surface.

I can explore and explain how a shadow is formed and how its size can change.

I can explain the danger of direct sunlight and describe how to keep protected.

Y3 Forces and magnets

I can explore and describe how objects move on different surfaces.

I can explain how some forces require contact and some do not, giving examples.

I can explore and explain how magnets attract and repel in relation to objects and other magnets.

I can predict whether objects will be magnetic and carry out an enquiry to test this out.

I can describe how magnets work.

Y4 Sound

I can describe how sound is made.

I can explain how sound travels from a source to our ears.

I can describe what happens to a sound as it travels away from its source.

I can explain the place of vibration in hearing and explore the correlation of the volume of a sound and the strength of the vibration that produced it.

Y4 Electricity

I can identify and name appliances that require electricity to function.

I can construct a series circuit and identify and name its components.

I can draw a circuit diagram.

I can predict and test whether a lamp will light in a circuit.

I can describe the function of a switch in a circuit.

I can describe the difference between conductors and insulators; giving examples of each.

Year 5 and Year 6

Working Scientifically

I can plan different types of scientific enquiry.

I can control variables in an experiment.

I can measure accurately and precisely using a range of equipment.

I can record data and results using diagrams, classification keys, tables and graphs (scatter, bar and line).

I can use the outcome of test results to make predictions and set up a further fair test.

I can report on an experiment in full, including a method and a conclusion.

I can read spell and pronounce scientific vocabulary accurately.

I can relate the outcome of an enquiry to knowledge already known.



Biology

Y5 Living things and their habitats

I can describe the life cycle of different living things (mammal, insect etc)

I can describe differences between life cycles.

I can describe the process of reproduction in plants and animals.

Y6 Living things and their habitats

I can classify living things into groups according to observable characteristics, similarities and differences.

I can describe how living things have been classified and give reasons for why a specific way has been used.

Animals including humans

Y5

I can create a timeline to show different stages of growth in humans.

I can draw a food web matched to an environment.

Y6

I can identify and name parts of the human circulatory system and the functions of the organs.

I can identify and describe the functions of the heart, lungs, blood vessels and blood.

I can discuss the impact of diet and exercise, drugs and lifestyle on health.

I can describe the ways in which nutrients and water are transported in animals and humans.

Evolution and inheritance

Y6

I can describe how the Earth and living things have changed over time.

I can explain how fossils can be used to find out about the past.

I can explain about reproduction and offspring (limited understanding of the role genes play).

I can explain how animals and plants are adapted to suit their environment.

I can link adaptation over time to evolution.

I can explain evolution.

Chemistry

Y5 Properties and changes of materials

I can compare and group materials based on their appearance and properties (hardness, solubility, transparency, conductivity (electrical and thermal), and responses to a magnet).

I can describe how a material dissolves to form a solution, explaining the process of dissolving.

I can describe how to recover a substance from a solution.

I can describe and demonstrate how some materials can be separated.

I know and can demonstrate that some changes are reversible and some are not.

I can explain that some changes create new materials and that usually these are irreversible.

I can give evidence for what a material should be used for a specific purpose.

I understand what causes a material to change from one state to another.

Physics

Y5 Earth and Space

I can describe and explain the movement of the Earth and other planets relative to the sun.

I can describe and explain the movement of the Moon relative to the Earth.

I can explain that light is reflected from a surface.

I can explain and demonstrate how night and day are created, referring to the celestial bodies as spherical.

Y5 Forces

I can explain what gravity is and its impact on our lives.

I can explain and identify the effects of friction, air resistance and water resistance.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Y6 Sound and Light

I can describe how light travels.

I can explain how light travels from a source to our eyes

I can explain how shadows are formed.

I can explain how simple optical instruments work. (e.g. periscope, mirror, telescope, binoculars, magnifying glass).

I can compare the similarities and differences between how light and sound travel.

Y4 Electricity

I can explain how the number and voltage of cells in a circuit links to the brightness of a bulb or the volume of a buzzer.

I can construct a simply parallel circuit and compare it to a series circuit using the same components.

I can draw a circuit diagram for a specific task using the correct symbols.

I can give reasons why component do not work in a circuit..

Physical Education

Key Stage 1

I can throw underarm and catch with both hands.

I can strike a ball with a bat and use kicking and/or rolling in a game.

I can follow safety rules.

I understand how to exercise safely and can talk about how my body feels during exercise.

I am beginning to show some understanding of simple tactics and basic compositional ideas e.g. sequence of movements.

I can talk about differences between my own and others' performance and suggest improvements.



Lower Key Stage 2

I can strike, throw and catch with one hand accurately and with control; beginning to throw a ball overarm.

I can show that I understand tactics and composition by varying how I respond, to improve my own performance or that of others.

I can give reasons why physical activity is good for my health.

I can select and use skills, actions and ideas appropriately, applying them with coordination and control.

I can give reasons why warming up and cooling down are important.

Upper Key Stage 2

I can strike, throw and catch with precision; keeping possession of a ball and bowling overarm with control.

I link skills, techniques and ideas showing precision, control and fluency.

I can describe what effect exercise has on my body and how it is valuable to my fitness and health.

I select, combine and modify my skills; consistently showing precision, control and fluency across a range of physical activities.

I can analyse and constructively comment on skills and techniques and how these are applied in my own and others' performance.

I can lead others fairly and effectively in a team situation.

Music

Key Stage 1

I can clap or play short rhythmic patterns

I can choose sounds to represent different things and effects.

I can sing a range of songs with expression and respond by getting quieter, louder, faster and slower.

I know when to play or sing “my part” in a group or class composition or performance.

I can perform simple patterns and accompaniments keeping a steady pulse.

I can create music in response to different starting points

I can use follow and create symbols to represent sounds

I can listen out for particular things when listening to music

I can respond imaginatively when listening to music, expressing what I like and dislike.



Lower Key Stage 2

I can combine different sounds to create a specific mood or feeling

I can follow and read simple rhythmic notation

I can identify key features of the music I listen to and recognise the work of at least one composer

I can hold my part when singing in a round or partner song in a small group.

I can improvise using repeated patterns

Upper Key Stage 2

I can compose melodies and songs

I can follow and read simple staff notation

I can recognise a range of works by different composers and can talk about the context in which they were written.

I can improvise within a group using rhythmic and melodic phrases.

I can describe, compare and evaluate music using musical vocabulary.

Art



Key Stage 1

I can name the primary and secondary colours

I can mix the colours I want including secondary colours and tints and tones.

I can use pencils to draw lines of different thickness.

I can cut, roll and coil materials.

I can experiment with a range of media (eg, pastels, charcoal, collage,) to create different effects.

I can say why I like or dislike a piece of artwork.

I can create a piece of art in response to the work of another artists.

Lower Key Stage 2

I can use pencils of different grades to create tones and shades when sketching.

I can use a range of brushes to create an effect when painting.

I can sculpt clay using a range of tools and techniques.

I can sketch a human face in proportion.

I can evaluate my work against that of others and improve it.

I can identify the techniques used by different artists and compare their work.

I can recognise works of art from a range of different cultures and historical periods.

I give my opinion about a piece of artwork and justify it.

Upper Key Stage 2

I can create a sketch that is a suitable base for painting.

I can use clay to sculpt, join and mould selecting tools and techniques as appropriate

I can use paint to create still life, landscapes, portraits and abstracts.

I can use my sketch book to develop my ideas and evaluate my technical skills

I can draw static and moving figures in proportion

I can evaluate works of art in their historical and cultural contexts

Design Technology



Key Stage 1

I can use my own ideas to make something

I can cut food safely.

I know that food comes from different places.

I can make a product that moves

I can make my model stronger

I can use a design brief to make a simple plan before making.

I can choose materials and tools and say why I have chosen them.

I can join materials in different ways.

I can explain what went well with my work.

Lower Key Stage 2

I can evaluate products for both their purpose and appearance.

I can prove my design meets some set criteria.

I can make realistic plans for achieving my aims, explaining the order of my work.

I can follow a step-by-step plan choosing appropriate equipment and materials

I can work accurately to measure, make cuts and holes.

I can evaluate, suggest improvements for my design and then improve my work.

I can make a product which uses both electrical and mechanical components.

I can prepare food hygienically and safely and prepare simple dishes.

Upper Key Stage 2

I can range of sources to inform my designs.

I can produce and follow a detailed step-by-step plan

I can test and evaluate my product.

I can evaluate appearance and function of against original criteria.

I can make a prototype before a final version.

I can use pulleys, levers and gears, and electrical components in my designs.

I can prepare simple dishes using a range of techniques, eg frying, baking, roasting

Geography



Key Stage 1

I can tell the difference between human and physical features, make observations about them and locate them on a map.

I can identify weather patterns and changes, including the seasons.

I can locate some hot and cold places in the world and describe some of the features of these places.

I can name the four countries and capitals of the United Kingdom and locate them on a map.

I can name the seven continents and five oceans and locate them on a map.

I can ask questions about, describe and compare places within and outside Europe, using geographical words (e.g. beach, coast, mountain, river, valley).

I can use a range of maps and compass directions (North, South, East and West) to locate various places.

Lower Key Stage 2

I can name and locate the main cities and surrounding islands of the United Kingdom.

I can identify significant areas of the world (e.g. hemispheres, tropics, rivers, mountains etc).

I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, etc).

I can describe, locate and compare a range of physical and human features, using geographical words (e.g. volcanoes, earthquakes and rivers) and a range of sources.

I can use and construct maps using some basic Ordnance Survey map symbols, grid references and compass points.

I can explain why people live where they do (e.g. types of settlements, land use, natural resources).

Upper Key Stage 2

I can identify the main areas of the world (e.g. rivers, mountains, deserts, tropics, Arctic and Antarctic circles) and their time zones.

I can locate countries within and outside the European Union.

I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like, and answer questions.

I can use Ordnance Survey symbols and 6 figure grid references.

I can compare, contrast and explain how locations fit into wider geographical location with reference to human and economical features.

I understand how physical and human processes change the features of a place and the lives of the people living there.

I can carry out effective geographical research and present my findings appropriately.



History

Key Stage 1

I show a sense of chronology by placing a few events and objects in order.

I use words and phrases -before, after, long ago, past, present, then and now.

I can recognise and examine some objects which tell us about the past, and explain what they might have been used for.

I show a developing sense of chronology, within and beyond living memory.

I can recount and explain the life of significant individuals from the past.

I can find things out about the past by using a range of sources, including talking to people about the past.

Lower Key Stage 2

I recognise some similarities and differences between different periods of history.

I can recount historical events in order, including dates, location and people involved.

I can use a timeline and plot events within a specific period of history to set out the order that things may have happened (using centuries).

I show an understanding of time differences (inc. decades, centuries and millennia).

I can explain how an event from the past has shaped our life today, including the impact of times when Britain has been invaded.

I can explain the differences between groups of society in history (including gender, age, social class and race).

I can use research skills to find answers to specific questions, including where there are two points of view of an historical event.

I can explain how primary and secondary sources can be used to help build up a picture of life in the past.

Upper Key Stage 2

I can identify and explain connections and changes between different periods of history (within a theme, e.g. freedom, education, law, crime and punishment).

I can draw a timeline with different historical periods showing key historical events or lives of significant people.

I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

I know that some events, people and changes have been interpreted in different ways and can suggest possible reasons for this.

I select and organise information to produce structured work, making appropriate use of dates and terms.

I can explain how Britain has changed over time and how it has influenced the world.

I can use and evaluate primary and secondary sources to describe a key event from Britain's past.

I can identify and explain propaganda.

I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently).

Religious Education



Key Stage 1

I can recount outlines of religious stories.

I can recognise features of religious life and practice (eg.going to church, reading holy texts, joining religious festivals)

I recognise some religious symbols and words (eg Christian cross, Sikh khanda, Jewish menorah, prayer, belief)

I can talk about things that are important to me.

I am beginning to discuss my own beliefs.

I can discuss the morals of some religions and give examples form my own life.

I understand that religious belief can affect people’s behaviour.

Lower Key Stage 2

I can describe the most important aspects of religions, including ythe teachings of religious leaders.

I can describe the key festivals of Christianity, Judaism and Islam.

I can describe how the beliefs of people from different religions affect the way they live their lives.

I can identify some similarities and differences between religions.

I can reflect on what it means to belong to a faith community.

I can recognise that having a religious faith can present challenges in daily living.

Upper Key Stage 2

I can investigate the significance of religions in local, national and global communities.

I can investigate the divert within a religion, (eg evangelical, Anglican and Catholic within Christianity)

I can describe and understand religious and other responses to “big” and ethical questions.

I can use and interpret information about religions from a range of sources.

I can express my own beliefs and respect those of others.

I can reflect on sources of inspiration in my own and others’ lives.

PHSE

Key Stage 1

Skills

- I am beginning to share my ideas and opinions
- I can set myself simple goals
- I can manage some of my feelings in a positive way.
- I understand my behaviour can affect others.

Knowledge

- I can identify and name some feelings
- I know what keeps me healthy (eg, exercise, rest)
- I can explain way of keeping clean (eg washing my hands)
- I can talk about how to be safe around medicines
- I can describe ways of keeping safe (eg crossing the road, getting lost, stranger danger)
- I can explain that people grow from young to old.
- I can explain ways that family and friends care for one another.
- I know bullying wrong and how to get help
- I know the rights of a child.
- I can explain my responsibilities in my class charter.



Key Stage 2

Skills

- I can express my views clearly in a group or class situation
- I can give examples based on my own experiences
- I can listen to other people's inputs and respond appropriately
- I respect the views of others
- I can offer suggestions, ideas and advice for a range of scenarios
- I am able to challenge the viewpoints of others
- I am able to share my feelings and personal experiences
- I am sensitive to the feelings of others

Knowledge

- I recognise my own worth and that of others
- I know my rights and responsibilities as a child
- I can identify ways to make healthy choices in my life
- I can describe different types of bullying and know where to go to for help
- I can spot risks and know how to keep safe (e.g dealing with peer pressure, new situations)
- I know how to keep myself safe personally (e.g when others might want to harm me, when using IT)
- I know how to keep myself clean
- I can discuss bodily and emotional changes throughout my life
- I can use scientific names for some of my body parts
- I know ways to cope with change
- I recognise that families can be different
- I know how to be a good friend
- I can talk about legal and illegal drugs
- I can talk about ways that money can be managed well
- I know how to adapt in order to work well in a team
- I show respect and consideration for the views of others

Computing

Year 1/2

Algorithms and Programming

Year 1

I can create a series of instructions.

I can plan a journey for a programmable toy.

Year 2

I can create a series of instructions to do more than one thing.

I can test and amend my instructions by finding errors.

I can write a simple program, predict the outcome and test it.

I understand that algorithms are a precise set of instructions.



Information Technology

Year 1

I can create, store and retrieve digital content.

I can interact with a website appropriately.

I can use digital cameras, video cameras and sound recorders to record events and to play back.

Year 2

I can retrieve and manipulate digital content, adding different media to one file.

I can use an internet search effectively to find information on the internet.

Digital literacy

Year 1

I can use digital technology safely.

I understand that I must keep my personal information private on the web.

Year 2

I know how technology is used both inside and outside school.

I know what to do if I find anything unsuitable online.

Year 3/4

Algorithms and Programming

Year 3

I can create a sequence of instructions that include details of angles or co-ordinates.

I can write a program to achieve a specific goal.

I can explore altering numerical values and what changes occur.

I can work with various forms of inputs and outputs.

Year 4

I can explore using variables in programs.

I can control models using programs I've written.

I can debug a program by following the algorithm.

I can write a program controlling several things and predict outcomes and alter the program design.

I can use repeat commands and 'if conditions' within programs.

Information Technology

Year 3

I can use a range of software for different purposes.

I can collect and present information and design how it will look.

I can manipulate and improve digital images.

I can search the web for information in a variety of ways.

Year 4

I can select a range of software to achieve a goal, using each appropriately.

I can create digital content to be published on the web.

Digital literacy

Year 3

I can discern when and when not to use digital media to create work.

I understand what computer networks do and how they interact with one another.

Year 4

I recognise unacceptable and acceptable behaviour using digital technology.



Year 5/6

Algorithms and Programming

Year 5

I can create a sequence of instructions that include repeating loops, conditional 2-way selection and variables.

I can write programs that interact with one another.

I can explore using incremental variables to alter outputs.

Year 6

I can use logical reasoning to detect errors in algorithms.

I can use multiple variables within a program or group of programs.

I can adapt a program to a new goal by altering lines of code.

Information Technology

Year 5

I can evaluate and analyse the effectiveness of a digital document.

I can edit a film and sound file.

I can create full multimedia pages.

I can use formulas in spreadsheet programs to create averages and totals.

Year 6

I can select programs and digital devices to create a project.

I can create and interrogate databases for specific answers.

Digital literacy

Year 5

I can discuss the risks of online technology networks and take action to protect myself.

Year 6

I recognise that information published online is not always true, and take reasonable action to evaluate the trust I have in online publications.

Modern Foreign Languages – SPANISH

Key Stage 1

- I can join in with simple songs which have repetitive phrases.
- I can understand and respond to a few familiar spoken words and phrases spoken slowly and clearly.
- I can ask and answer simple pre-learned questions from memory
- I can repeat and say familiar words and short simple phrases.
- I can understand some familiar written words and short phrases



Lower Key Stage 2

- I can understand and respond to a few familiar spoken words and phrases.
- I can repeat and say familiar words and short simple phrases using understandable pronunciation
- I can understand and respond to a range of familiar spoken words and short phrases
- I can rehearse and perform short role-plays on one topic with several exchanges and secure pronunciation
- I can read and understand a range of simple and familiar phrases.
- I can write some single words from memory, with plausible spelling.
- I can write simple words and several short phrases from memory with understandable spelling.
- I can use definite and indefinite articles with singular and plural nouns

Upper Key Stage 2

- I can understand the main points from a short spoken passage made up of a few familiar words and phrases.
- I can ask and answer simple questions on a few familiar topics.
- I can express my opinion and respond to those of others.
- I can produce some short spoken phrases independently following a model, with good pronunciation.
- I can read and understand familiar words and phrases.
- I can understand a short text made up of familiar words and short sentences.
- I can use a dictionary and word list.
- I can write words, phrases and short simple sentences from memory, with understandable spelling.
- I can use high frequency verb forms, nouns, articles and adjectives to form simple sentences.

Science Exceeding Year 6



I can use information from different sources to answer a question and plan a scientific enquiry.

I can make a prediction that links with other scientific knowledge.

I can plan in advance which equipment i will need and use it appropriately.

I can link my conclusions to other scientific knowledge.

I can explain simply how all celestial bodies move and were formed.

I can explain the concept of mechanical advantage in relation to simple machines.

I can explain how some living things adapt to survive in extreme conditions.

I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.

I am beginning to understand the nature of DNA.

I can readily group animals into reptiles, fish, amphibians, birds and mammals.

I can make a diagram of the human body and explain how different parts work and depend on one another.

I can compare the organs systems of humans to animals.

I can explain how an echo is formed.

I can explore how amplitude and wavelength change pitch and volume in sound waves.

I can explain the danger of a short circuit and what a fuse is.

I am starting to understand resistance, voltage and current in a series and parallel circuit.

