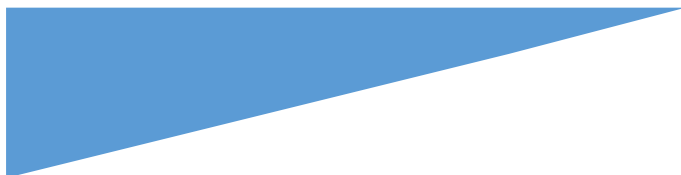
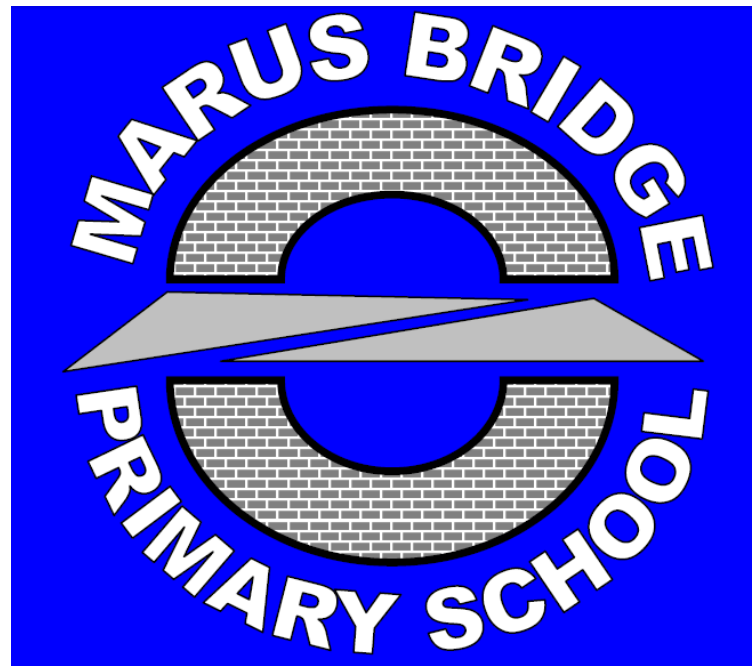


# Curriculum Planning & Assessment Document



Year 1 to Year 6

This booklet has full coverage for your year group. Please highlight as below, to show the term you have covered the objectives in.

**Aut = Autumn**

**Spr = Spring**

**Sum = Summer**

Bridge Builder Skills are coloured as follows and you should still highlight these in the same way as all the other objectives.

**Community Award**

**Scholarship Award**

**Healthy Living Award**

**Designer/Inventor Award**

**Arts Award**

YEAR GROUP	TEACHER
1	
2	
3	
4	
5	
6	

**FOUNDATION SUBJECT SKILLS YEAR 1**

FOUNDATION SUBJECT SKILLS YEAR 1	
<b>HISTORY</b>	<b>GEOGRAPHY</b>
<p>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 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 may have been used for.</p>	<p>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 things that are in hot and cold places.                      I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can explain the clothes I would wear in hot and cold places.                      I can name the 4 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.</p>
<b>MUSIC</b>	<b>ART</b>
<p>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.                      Perform music and sing to an audience.                      Listen and comment on different genres of music.</p>	<p>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 ICT to create a picture.                      I can describe what I see and give an opinion about the work of an artist.                      I can ask questions about a piece of art.                      Produce a painting and then exhibit it.</p>
<b>ICT/COMPUTING</b>	<b>DESIGN &amp; TECHNOLOGY</b>
<p>I can create a series of instructions.                      I can plan a journey for a programmable toy.                      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 playback.                      I can use technology safely.                      I can keep personal information private.                      Learn how to be safe.                      Design and test a computer programme.</p>	<p>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 that moves.                      I can make my model stronger.                      I can explain to someone else how I want to make my product.                      I can chose appropriate resources and tools.                      I can make a simple plan before making.                      Design, make and evaluate a model.                      Learn to bake and cook food for invited guests –sandwiches and pastas.</p>
<b>PHYSICAL EDUCATION</b>	<b>RELIGIOUS EDUCATION/ PSHE &amp; C</b>
<p>I can copy some movements.                      I can jump in different ways.                      I can change our body shape in a range of ways.                      I can perform simple and random dance moves.                      I can show some rhythm in movement and dance.                      I can move a ball using simple throwing techniques.                      I can explore different ways of moving a ball.                      I can sometimes catch a ball.                      I can stop a ball moving in other ways.                      I can play simple ball games involving kicking, catching or throwing.                      I can comment on others' actions.                      I can suggest simple improvements.                      I can talk about how our body feels during activity.                      I understand that physical activity is good for me.                      Complete in a sport.                      Outdoor challenge including a mapping challenge                      Walk 1K –Run 800M                      Learn core game skills. (age appropriate)</p>	<p>I can ask questions about issues that affect our communities and share our ideas with others.                      I can take part in some of the decisions that affect us and our Communities.                      I can begin to recognise that all people have needs and wants.                      I can identify some of the groups and communities I can belong to and recognise some differences between people in our community.                      I know about myself and why I am special.                      I learn about celebrations of different faith types.                      I know about special people.                      I learn stories about people from various faiths.                      I know about different beliefs from different faith backgrounds.                      I know what belonging to a faith is.                      Understand a different culture and way of life link to our community.                      Learn how to be safe.</p>
Bridge Builder objectives –Non Statutory that need to be covered to achieve award	
<p><b>Community Award</b>                      Do simple community improvement - litter picking                      Make a contribution at home                      Take part in a charity fundraiser –local community  <b>Scholarship Award</b>                      Achieve handwriting standard for your year group                      Speak lines in public without a script                      Achieve platinum award in reading challenge</p>	<p><b>Arts Award</b>                      Watch a play at a theatre or school theatre production</p>

### Foundation Subject Skills – Y1 AUTUMN

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

**Foundation Subject Skills – Y1 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

### Foundation Subject Skills – Y1 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP

**FOUNDATION SUBJECT SKILLS YEAR 2**

FOUNDATION SUBJECT SKILLS YEAR 2	
<b>HISTORY</b>	<b>GEOGRAPHY</b>
<p>I can use words and phrases like; before, after, past, present, then and now.                      I can recount the life of some famous people from Britain who lived in the past.                      I can explain what I can did earlier and what I can 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.</p>	<p>I can say what and like and dislike about the place I live in.                      I can describe a place outside Europe using geographical words.                      I can explain how jobs may be different in other locations.                      I can explain how an area has been spoiled or improved and give my reasons.                      I can explain that 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, Scotland, Wales and Ireland.                      I can find where I live on a map of the United Kingdom.                      I can compare the human and physical geography of a small area of the UK and a non-European country using key vocabulary.                      I can use simple compass directions and locational directional language to describe the location of features and routes on a map.                      I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.                      I can devise a simple map using and constructing basic symbols in a key.                      I can observe and study the geography of the school and it's grounds, and the key human and physical features.</p>
<b>MUSIC</b>	<b>ART</b>
<p>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 and 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.                      Perform music and sing to an audience.                      Listen and comment on different genres of music.</p>	<p>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 in paint by adding black.                      I can make a clay sculpture with more than one piece.                      I can use different effects within an ICT 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.                      Produce a sculpture and then exhibit it.</p>
<b>ICT/COMPUTING</b>	<b>DESIGN &amp; TECHNOLOGY</b>
<p>I can use a range of instructions such as direction, angles and turns.                      I can test and amend a set of instruction.                      I can find errors and amend.                      I can write a simple program and test it.                      I can predict what the outcome of a simple program will be.                      I understand that algorithms are used on digital devices.                      I understand that programs require precise instructions.                      I can organise digital content.                      I can retrieve and manipulate digital content.                      I can navigate the web to complete simple searches.                      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.                      Design and test a computer programme.</p>	<p>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.                      Design, make and evaluate a model                      Make food for guests</p>
<b>PHYSICAL EDUCATION</b>	<b>RELIGIOUS EDUCATION/ PSHE &amp; C</b>
<p>I can explore, copy, and repeat simple skills and actions.                      I can remember and repeat simple sequences in dance or gym.                      I can copy and remember actions in a sequence.                      I can begin to move with increasing control and care.                      I can make a short dance sequence by putting some movements together.                      I can begin to use rhythm in dance.                      I can make simple moves with increasing control and co-ordination.                      I can kick and throw a ball, not always with accuracy.                      I understand the importance of stopping a ball in different ways.                      I can begin to be able to work with a partner.                      I can start to link skills and actions within simple games.                      I can begin to understand some concepts of game e.g. opponent, team mate.                      I can begin to show some understanding of simple tactics.                      I can talk about what I can are doing and describe the work of others.                      I can suggest ways to improve own and others work.                      I can see how our work is similar to and different from other children.                      I can understand the importance of being active.                      I can talk about how to exercise safely and how our bodies feel during an activity.                      Perform a dance to an audience.                      Walk and run 1 mile</p>	<p>I can ask questions to find out about the different groups and communities I can belong to.                      I can select information from given sources to find answers to these and other questions.                      I can give opinions about our communities and issues that affect us.                      I can suggest how things might be improved through the actions that I can or others might take.                      I can discuss what is fair and unfair in different situations.                      I can identify similarities and differences between themselves and between the communities to which I can belong.                      I know who leaders and teaches are in different religions.                      I know different stories from multi faiths.                      I know what it means to belong within a faith.                      I know what my place is in religion.                      I can talk about beliefs of different religions.                      I know about myself and my place within religion.                      Understand a different culture and way of life link to our community.</p>
<p>Bridge Builder objectives –Non Statutory that need to be covered to achieve award</p>	
<p><b>Community Award</b>                      Make a contribution at home.                      Take part in a charity fundraiser –UK charity.                      Look after living things at home  <b>Scholarship Award</b>                      Achieve handwriting standard for your year group.                      Read at home and in school to platinum standard and beyond.                      Have my first times table band.</p>	<p><b>Arts Award</b>                      Watch a play at a theatre or school theatre production.                      Perform in front of an audience  <b>Healthy Living Award</b>                      Tie my shoelaces                      Make healthy choice with my diet at school and at home.</p>

**Foundation Subject Skills – Y2 AUTUMN**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding



**Foundation Subject Skills – Y2 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

## Foundation Subject Skills – Y2 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP

**FOUNDATION SUBJECT SKILLS YEAR 3**

FOUNDATION SUBJECT SKILLS YEAR 3		
<b>HISTORY</b>	<b>GEOGRAPHY</b>	
<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can use research skills to answer specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p>	<p>I can use the correct geographical words to describe a place.</p> <p>I can use basic ordnance survey map symbols.</p> <p>I can use grid references on a map.</p> <p>I can use an atlas by using the index to find places.</p> <p>I can describe how volcanoes are created.</p> <p>I can locate and name some of the most famous volcanoes.</p> <p>I can describe how earthquakes are created.</p> <p>I can name a number of countries in the northern hemisphere.</p> <p>I can name and locate the capital cities of neighbouring European countries.</p> <p><b>Shoe an interest in the world around me</b></p>	
<b>MUSIC</b>	<b>ART</b>	
<p>I can sing a tune with expression.</p> <p>I can play clear notes on an instrument.</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create different moods and feelings.</p> <p>I can use musical words to describe a piece of music and compositions.</p> <p>I can use musical words to describe what I like and dislike about a piece of music.</p> <p>I can recognise the work of at least one famous composer.</p> <p>I can improve my work; explaining how it has been improved.</p> <p><b>Perform singing to an audience.</b></p> <p><b>Listen and comment on different genres of music.</b></p>	<p>I can show facial expressions in my art.</p> <p>I can use sketches to produce a final piece of art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects in paintings.</p> <p>I can identify the techniques used by different artists.</p> <p>I can use digital images and combine with other media in my art.</p> <p>I can use ICT to create art which includes my own work and that of others.</p> <p>I can compare the work of different artists.</p> <p>I can recognise when art is from different cultures.</p> <p>I can recognise when art is from different historical periods.</p> <p><b>Produce a textile and then exhibit it.</b></p>	
<b>ICT/COMPUTING</b>	<b>DESIGN &amp; TECHNOLOGY</b>	
<p>I can design a sequence of instructions including directional instructions.</p> <p>I can write programs that accomplish specific goals.</p> <p>I can work with various forms of input.</p> <p>I can work with various forms of output.</p> <p>I can use a range of software for similar purposes.</p> <p>I can collect information.</p> <p>I can design and create content.</p> <p>I can present information.</p> <p>I can search for information on the internet in different ways.</p> <p>I can manipulate and improve digital images.</p> <p>I use technology respectfully.</p> <p>I know where to go for help if I am concerned.</p> <p>I know how technology is used inside and outside of school.</p> <p>Learn how to be safe.</p> <p><b>Design and test a computer programme.</b></p> <p><b>Design, make and publish something using ICT. (Not Office)</b></p>	<p>I can prove that my design meets some set criteria.</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its suitability and its appearance.</p> <p>I can select the most appropriate tools and techniques for a given task.</p> <p>I can make a product which uses both electrical and mechanical components.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can describe how food ingredients come together.</p> <p><b>Prepare food for guests in school</b></p> <p><b>Create an interactive toy</b></p> <p><b>Create a short, scripted, animated cartoon</b></p> <p><b>Design and test a computer programme</b></p>	
<b>PHYSICAL EDUCATION</b>	<b>MODERN FOREIGN LANGUAGES</b>	<b>RELIGIOUS EDUCATION/ PSHE &amp; C</b>
<p>I can move across a room in different ways and with an awareness of space.</p> <p>I can make increasingly clear and fluent movements.</p> <p>I can show contrast in shape and movement.</p> <p>I can understand different uses of tense, relax, stretch, curl in movement.</p> <p>I can improvise with ideas and movements.</p> <p>I can copy, remember, repeat and explore simple actions and movements with control and co-ordination.</p> <p>I begin to sequence moves and link actions.</p> <p>I begin to choose movement to show ideas.</p> <p>I can move a ball with control and accuracy.</p> <p>I can show increasing confidence when rolling, hitting, kicking a ball.</p> <p>I can understand the importance of rules and fairness.</p> <p>I can follow rules in games.</p> <p>I understand the concept of both team and opponent.</p> <p>I can develop and use simple tactics in team games.</p> <p>I can talk about differences between our own and others' actions.</p> <p>I can comment on the skills and techniques used in our own and others' work.</p> <p>I can refine movement after evaluation from others.</p> <p>I understand the importance of practice.</p> <p>I can describe what effects exercise has on our bodies.</p> <p>I understand the importance of warming up and cooling down.</p> <p>Perform a dance to an audience.</p> <p>Could learn to swim.</p> <p>Complete in a sport.</p> <p>Learn core game skills. (age appropriate)</p> <p><b>Take part in a treasure hunt or orienteering event</b></p> <p><b>Complete a 1mile walk and 2km run</b></p> <p><b>I can dance for an audience</b></p>	<p>I can listen and join in with simple rhymes, stories and songs.</p> <p>I can listen to and understand simple classroom instructions.</p> <p>I can perform simple communicative tasks using single words, phrases and short sentences.</p> <p>I can count to 20</p> <p>I know the colours</p> <p>I know the days of the week.</p>	<p>I can begin to explore issues that affect people in our neighbourhood and wider communities in different ways.</p> <p>I can find answers to questions using different sources.</p> <p>I can present our ideas to others and begin to acknowledge other viewpoint.</p> <p>I can identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts.</p> <p>I can recognise that in a democracy people have a say in what happens locally and nationally.</p> <p>I can describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict.</p> <p>I can describe some of the different features of our communities and how they are changing.</p> <p>I know about the story of creation</p> <p>I know how religion helps with caring for the environment.</p> <p>I know about right and wrong.</p> <p>I know about the Christian faith.</p> <p>I know about Easter, Lent, Pentecost, Advent and Christmas.</p> <p>Understand a different culture and way of life link to our community.</p> <p>Learn how to be safe.</p> <p><b>Follow and comment on current affairs.</b></p> <p><b>Raise money for people in another country</b></p>
<p>Bridge Builder objectives –Non Statutory that need to be covered to achieve award</p>		
<p><b>Community Award</b></p> <p>Take part in a community project</p> <p>Help out around my home</p> <p><b>Scholarship Award</b></p> <p>Produce a piece of writing and display in class</p> <p>Speak in a school performance</p> <p>Publish writing on the school website</p> <p>Take part in a team quiz</p>	<p><b>Healthy Living Award</b></p> <p>Choose a healthy lunch</p> <p><b>Arts Award</b></p> <p>Watch a play at a theatre or school theatre production</p> <p>Act in a play and deliver my lines without a script</p>	

**Foundation Subject Skills – Y3 AUTUMN**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

**Foundation Subject Skills – Y3 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

### Foundation Subject Skills – Y3 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP

**FOUNDATION SUBJECT SKILLS YEAR 4**

<b>HISTORY</b>	<b>GEOGRAPHY</b>
<p>I can plot events on a timeline using centuries.                  I can use my mathematical skills to round up time differences into centuries and decades.                  I can explain how the lives of wealthy people were different from the lives of poorer people.                  I can explain how historic items and artefacts can be used to help build up a picture of life in the past.                  I can explain how an event from the past has shaped our life today.                  I can research two versions of an event and explain how I can differ.                  I can research what it was like for children in a given period of history and present my findings to an audience.</p>	<p>I can carry out research to discover features of villages, towns or cities.                  I can plan a journey to a place in England.                  I can collect and accurately measure information such as rainfall, temperature, wind speed, noise levels etc.                  I can explain why people may be attracted to live in cities.                  I can explain why people may choose to live in one place rather than another.                  I can locate the Tropic of Cancer and Tropic of Capricorn.                  I can explain the difference between the British Isles, Great Britain and the United Kingdom.                  I know the countries that make up the European Union.                  I can find at least 6 cities in the United Kingdom on a map.                  I can name and locate some of the main islands surrounding the United Kingdom</p>

<b>MUSIC</b>	<b>ART</b>
<p>I can perform a simple part rhythmically.                  I can sing songs from memory with accurate pitch.                  I can improvise using repeated pattern.                  I can use notation to record and interpret sequences of pitches.                  I can use notation to record compositions in a small group or on my own.                  I can explain why silence is often needed in music and explain what effect it has.                  I can identify the character in a piece of music.                  I can identify and describe the different purposes of music.                  I can begin to identify the style of work of Beethoven, Mozart and Elgar.  <b>Perform music, learn to play an instrument and sing to an audience.</b>                  Listen and comment on different genres of music.</p>	<p>I can show facial expressions and body language in sketches and paintings.                  I can use marks and lines to show textures in my art.                  I can use line, tone, shape and colour to represent figure and forms in movement.                  I can show reflection in my art.                  I can print onto different materials using at least 4 different colours.                  I can sculpt clay and other mouldable materials.                  I can integrate my digital images into my art.                  I can experiment with the styles used by other artists.                  I can explain some of the features of art from historical periods.  <b>Produce a painting and then exhibit it.</b></p>

<b>ICT/COMPUTING</b>	<b>DESIGN &amp; TECHNOLOGY</b>
<p>I can experiment with variables to control models.                  I can give an on-screen robot specific instructions to get them from A to B.                  I can make an accurate prediction and explain why I believe something will happen.                  I can de-bug a program.                  I can select and use software to accomplish given goals.                  I can collect and present data.                  I can upload and produce a pod cast.                  I recognise acceptable and unacceptable behaviour using technology.  <b>Learn how to be safe.</b>                  Design and test a computer programme.                  I can create a useable database for searching.</p>	<p>I can use ideas from other people when I am designing                  I can produce a plan and explain it.                  I can evaluate and suggest improvements for my designs.                  I can evaluate products for both purpose and audience.                  I can explain how I have improved my original design.                  I can present a product in an interesting way.                  I can measure accurately.                  I can persevere and adapt my work when my original ideas do not work.                  I know how to be both hygienic and safe when using food.  <b>Design, make and evaluate a model.</b>  <b>Learn to bake and cook food for invited guests –Sweet and savoury dish.</b></p>

<b>PHYSICAL EDUCATION</b>	<b>MODERN FOREIGN LANGUAGES</b>	<b>RELIGIOUS EDUCATION/ PSHE &amp; C</b>
<p>I can move in an increasingly coordinated way.                  I can control take-off and landing when jumping.                  I show increasing control in balance and agility.                  I use movements to communicate an idea, using expression and conveying emotion.                  I can refine movements into increasingly complex sequences.                  I can cooperate with others to form sequences.                  I can use different parts of the body for different effects.                  I can throw, catch, strike, field, stop a ball with increasing control and accuracy.                  I am increasingly accurate in throwing for distance.                  I can decide the best way to move a ball for different purposes and needs.                  I can choose an appropriate speed to move a ball.                  I can decide on the best position in team games.                  I can begin to make use of space.                  I can vary skills, actions and ideas within simple games.                  I can analyse and comment on skills and techniques.                  I can understand how performances can be improved, through practice and reflection.                  I can explain and apply basic safety principles in preparing for Exercise.                  I can explain how the body reacts during different types of exercise.                  I can warm up and cool down appropriately.  <b>Perform a dance to an audience.</b>  <b>Learn to swim.</b>  <b>Complete in a sport.</b></p>	<p>I can memorise and present a short-spoken text.                  I can ask and answer questions on several topics.                  I can read and understand a range of familiar phrases.                  I can follow a short familiar text listening and reading at the same time.                  I can read some familiar words and phrases aloud and pronounce them accurately.                  I can write simple words and phrases using a model and some words from memory.</p>	<p>I can investigate issues affecting communities using a range of sources.                  I can identify different viewpoints involved.                  I can make informed contributions to discussions and debates giving some reasons for our view.                  I can work with others to plan and carry out a course of action to address issues that I feel are significant in our communities.                  I can begin to explain some of the different ways in which people can participate in democracy in the UK and how I can change things.                  I can discuss what is fair and unfair and describe how justice is applied in some situations.                  I can explore situations where rights compete.                  I can identify some of the diverse groups and communities in the UK and the wider world and begin to explore how these relate to our own identities and communities.                  I can talk about neighbours in religion.                  I can talk about the faith Judaism.                  I can talk about Sikhism.                  I know about inspirational people including those of multi faith.                  I know about becoming an adult and my role.                  Understand a different culture and way of life link to overseas.  <b>Learn how to be safe.</b>  <b>Follow and comment on current affairs.</b></p>

Bridge Builder objectives –Non Statutory that need to be covered to achieve award

<p><b>Community Award</b>                  Do simple community improvement –Road Safety campaign.                  Take part in a charity fundraiser –local community.                  Making school and class better –ambassador for school.</p>	<p><b>Healthy Living Award</b>                  Run 3K and Walk 5K. (Spring Term Fundraiser Day)                  Take part in an activity before or after school.</p>	<p><b>Scholarship Award</b>                  Achieve handwriting standard for your year group.                  Speak lines in public without a script.                  Publish a piece of writing on the school website.                  Have at least two of my times tables bands.</p>	<p><b>Arts Award</b>                  Watch a play at a theatre or school theatre production.</p>
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## Foundation Subject Skills – Y4 AUTUMN

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding



**Foundation Subject Skills – Y4 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

### Foundation Subject Skills – Y4 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP

**FOUNDATION SUBJECT SKILLS YEAR 5**

HISTORY	GEOGRAPHY
<p>I can compare two or more historical periods; explaining things which stayed the same and things which changed.</p> <p>I can test out a hypothesis in order to answer questions.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>I can explain how parliament affects decision making in England.</p> <p>I can draw a timeline with different historical periods showing key historical events and lives of significant people.</p> <p>I can explain how our locality has changed over time.</p> <p>Use appropriate historical vocabulary to communicate, including; dates, times, period era, change, chronology, continuity, century, decade and legacy.</p> <p>I can use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p> <p>I can use sources to form an argument and justify my choice with evidence.</p>	<p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can use a range of geographical resources to give detailed descriptions and options of the characteristic features of a location.</p> <p>I can plan a journey to a place in another part of the world, taking into account of distance and time.</p> <p>I can explain why many cities are situated on or close to rivers.</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p> <p>I can name and locate many of the world's major rivers using an atlas.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can describe geographical diversity across the world.</p> <p>I can explain how a location fits into a wider geographical location with reference to human and economical features.</p>

MUSIC	ART
<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others perform their parts.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can change sounds or organise them differently to change the effect</p> <p>I can compose music that meets a specific criteria</p> <p>I can use notation to record groups of chords</p> <p>I can record aspects of the composition process</p> <p>I can choose an appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary</p> <p>I can suggest improvements to my own and others work.</p> <p>I can compare and contrast the work of a famous composer and explain my preferences.</p> <p>I can listen and comment on different genres of music</p> <p><b>I can perform music and sing to an audience</b></p>	<p>I can collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>I can express emotion in a completed art work.</p> <p>I can organise line, tone, shapes and colour to represent figures and forms in movement.</p> <p>I can identify and draw objects and use marks to produce textures.</p> <p>I can successfully use shading to create mood and feeling.</p> <p>I can create an accurate print design following criteria</p> <p>I can use images which I have created, scanned and found; altering them as necessary to create art.</p> <p>I can research the work of artists, architects and designers using them to influence my own work.</p> <p><b>I can produce a sculpture and exhibit it.</b></p>

ICT/COMPUTING	DESIGN & TECHNOLOGY
<p>I can combine sequences of instructions and procedures to turn a device on/off</p> <p>I can use technology to control and external device.</p> <p>I can design algorithms that use repetition and a two way process</p> <p>I can analyse and evaluate information</p> <p>I understand how search results are ranked and selected.</p> <p>I can edit a film</p> <p>I can use a range of technology for a specific project</p> <p>I understand that you have to make choices when using technology and that not everything is true or safe.</p> <p>I can learn how to be safe using technology</p> <p>I can design and test a computer programme.</p> <p><b>Design, make and publish something using ICT (Not Office)</b></p>	<p>I can use a range of tools/equipment competently.</p> <p>I can make a prototype before a final version.</p> <p>I can be safe and hygienic in the kitchen.</p> <p>I can come up with a range of ideas after collecting information from a range of sources.</p> <p>I can produce a detailed step by step plan</p> <p>I can suggest alternatives, outlining positive features and drawbacks</p> <p>I can explain how my product will appeal to different audiences.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>Ensure products have a high quality finish including my art skills.</p> <p>I can use prototypes, cross-sectional diagrams and computer aided designs to make my designs.</p> <p>I can create innovative designs that improve upon existing designs.</p> <p>I can evaluate the design of products suggesting improvements in needed to the users experience.</p> <p>I can combine elements from a range of inspirational designers through history, giving reasons for choice.</p> <p><b>I can design, make and evaluate a model</b></p> <p><b>I can learn to bake/cook food for invited guests.</b></p> <p><b>I can design, plant and plant a veg/flower garden in the local environment.</b></p>

PHYSICAL EDUCATION	MODERN FOREIGN LANGUAGES	RELIGIOUS EDUCATION/ PSHE & C
<p>I can show control/coordination in travel and balance.</p> <p>I can perform a range of jumps showing control.</p> <p>I show increasing clarity and fluency in movements.</p> <p>To make good use of creativity/imagination when making sequences in dance and/or gym.</p> <p>I can combine changes of shape, speed and level in sequences</p> <p>I can use movement expressively, to convey and idea, mood or feeling</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p> <p>I use a range of throwing techniques with increasing power and accuracy</p> <p>I apply a broad range of skills to different situations</p> <p>I use a range of fielding skills and throw with accuracy to hit a target.</p> <p>I can plan different approaches to attacking and defending.</p> <p>I can choose the best pace to use in athletics or games.</p> <p>I can show a growing awareness of space in team games.</p> <p>I can keep and gain possession</p> <p>I use a range of throwing techniques with increasing power and accuracy</p> <p><b>I can perform a dance to an audience.</b></p> <p><b>I can complete outdoor challenges (Orienteering, OAA activities)</b></p>	<p>I can prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</p> <p>I can understand and express simple opinions.</p> <p>I can listen attentively and understand more complex phrases and sentences.</p> <p>I can prepare a short presentation on a familiar topic.</p> <p>I can re-read frequently a variety of short texts and answer simple questions.</p> <p>I can write words, phrases and short sentences, using a reference.</p>	<p>I can complete series of 6 lessons on SRE.</p> <p>I can use different methods of enquiry to investigate issues.</p> <p>I can listen to a range of viewpoints, weighing up ideas and drawing conclusions.</p> <p>I can communicate arguments clearly giving reasons for my opinions.</p> <p>I can work with others in the community to plan and carry out actions to make a difference to the lives of others.</p> <p>I can explain the impact of actions taken.</p> <p>I can describe key features of the political/justice systems in the UK considering what is fair/unfair to groups in different situations.</p> <p>I can give examples of how the UK is a diverse society interconnected with the wider world.</p> <p>I know about life's big views of multi faiths.</p> <p>I can talk about the religion of Islam.</p> <p>I can explain about poverty and wealth.</p> <p>I know about marriage ceremonies and how different faiths celebrate this.</p> <p>I have an in depth understanding of the Christian religion.</p>

Bridge Builder objectives –Non Statutory that need to be covered to achieve award

<p><b>Community Award</b></p> <p>I can do simple community improvement – invite community in</p> <p>I can make a contribution at home.</p> <p>I can research a contrasting culture linked to overseas.</p> <p>I can take an interest in current news</p> <p><b>Arts Award</b></p> <p>I can write a script, learn lines and perform a play</p>	<p><b>Healthy Living Award</b></p> <p>I can make healthy choices with my diet at home and school.</p> <p>I can take part in an overnight trip.</p> <p><b>Scholarship Award</b></p> <p>I can speak in public without a scrip</p> <p>I can publish a piece of writing on the school website</p> <p>I can take part in a school quiz</p> <p>I have achieved all the times tables bands.</p>
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### Foundation Subject Skills – Y5 AUTUMN

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

**Foundation Subject Skills – Y5 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

### Foundation Subject Skills – Y5 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP

FOUNDATION SUBJECT SKILLS YEAR 6		
<b>HISTORY</b>	<b>GEOGRAPHY</b>	
<p>I can identify and explain differences, similarities and changes between different periods in history.</p> <p>I can describe a key event from the past using evidence from different sources.</p> <p>I can describe the social, ethnic, cultural or religious diversity of the past society.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can summarise how Britain may have learned from other countries and civilisations.</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period in history, explaining the order of events and what happened.</p> <p>I can identify and explain propaganda.</p> <p>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p>I can use appropriate historical vocabulary to communicate including: dates, time, period, era, change, chronology, continuity, century, decade and legacy.</p> <p>I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>	<p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.)</p> <p>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>I can name the largest desert in the world and locate desert regions on an atlas.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries</p> <p>I can describe geographical diversities across the world.</p> <p>I can describe how some places are similar and dissimilar in relation to our human and physical features.</p> <p>I can identify and name the tropics of cancer and Capricorn as well as the arctic and Antarctic circles.</p> <p>I can explain how time zones work and calculate time differences throughout the world.</p> <p>I can use the eight points of a compass.</p> <p>I can use ordnance survey symbols and six figure grid references.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p>	
<b>MUSIC</b>	<b>ART</b>	
<p>I can sing in harmony confidently and accurately.</p> <p>I can perform from memory.</p> <p>I can take the lead in a performance.</p> <p>I can use a variety of different devises in my composition including; melody, rhythms and chords.</p> <p>I can compare and contrast the work of a famous composer and explain my preferences.</p> <p>I can evaluate how the venue, occasion and purpose affect the way a piece of music is interpreted.</p> <p><b>I can perform music and sing to an audience.</b></p> <p>I can listen and comment on different genres of music.</p>	<p>I can collect information, sketches and recourses and present ideas imaginatively in a sketch book.</p> <p>I can use different tools to create an art work.</p> <p>I can explain why I have chosen specific techniques to create my art.</p> <p>I can use feedback too make amendments and improve in my art.</p> <p>I can create a colour palette based upon colours in the natural or built world.</p> <p>I can use a variety of techniques to add interest and effects, such as reflections shadows and direction of sunlight.</p> <p>I can overprint to create different patterns.</p> <p>I can use a range of e-resources to create art.</p> <p>I can explain the style of my work and how its been influenced by a famous artist.</p> <p><b>I can produce a textile and then exhibit it.</b></p>	
<b>ICT/COMPUTING</b>	<b>DESIGN &amp; TECHNOLOGY</b>	
<p>I can design and solution by breaking a problem up.</p> <p>I can recognise that different solutions can exist for the same problem.</p> <p>I can use logical reasoning to detect errors in algorithms.</p> <p>I can use selection in programmes.</p> <p>I can work with variables.</p> <p>I can explain how an algorithm works.</p> <p>I can explore 'what if' questions for controlled devices.</p> <p>I can select, use and combine software on a range of digital devices.</p> <p>I can discuss the risks of on line use of technology.</p> <p>I can identify how to minimise risks</p> <p><b>I can learn how to be safe</b></p> <p>I can design and test a computer programme.</p> <p><b>I can design, make and publish something using ICT (not office).</b></p>	<p>I can work within a budget.</p> <p>I can follow and refine my plans</p> <p>I show and know how products should be stored, giving my reasons.</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that I consider culture and society in my plans and designs.</p> <p>I can show that I test and evaluate products against clear criteria.</p> <p>I can ensure products have a high quality finish using art skills where appropriate.</p> <p>I can use prototype, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>I can create innovative designs that improve upon existing products.</p> <p>I can evaluate the design of products and suggest improvements to the user experience.</p> <p><b>I can design, make and evaluate a model.</b></p> <p><b>I can learn to bake and cook for invited guests – variety of savoury dishes.</b></p>	
<b>PHYSICAL EDUCATION</b>	<b>MODERN FOREIGN LANGUAGES</b>	<b>RELIGIOUS EDUCATION/ PSHE &amp; C</b>
<p>I can demonstrate precision, control and fluency sustaining movements over a longer period of time.</p> <p>I can convey expression and emotion in performance.</p> <p>I can use changes in, and combinations of direction, level and speed with increasingly complex sequences.</p> <p>I can begin to improvise based on previous skills.</p> <p>I can plan, perform and repeat sequences including changes in speed and level.</p> <p>I can throw with accuracy and power.</p> <p>I can combine, vary and choose appropriate strategies and tactics.</p> <p>I can choose the most appropriate skills tactics and actions to cause problems for another team.</p> <p>I can keep possession.</p> <p>I can work within a team showing teamwork skills.</p> <p>I can understand that a winning team has not always been the best one.</p> <p>I can use a range of criteria to judge my own and others work.</p> <p>I understand how heart rate and breathing slows after exercise, monitoring my own.</p> <p>I know and use the relationship between power and stamina.</p> <p><b>I can perform a dance to an audience.</b></p> <p><b>I can complete outdoor challenges (orienteeing, OAA)</b></p>	<p>I can understand the main points and simple opinions in a spoken story, song or passage.</p> <p>I can perform to an audience.</p> <p>I can understand longer and more complex phrases or sentences.</p> <p>I can use spoken language confidently to initiate and sustain conversations and to tell stories.</p> <p>I can read and understand the main points and some details from a short written passage.</p> <p>I can write sentences in a range of topics using a model.</p>	<p>I can complete SRE lessons including conception and pregnancy (seven sessions).</p> <p>I can decide on appropriate questions/research strategies to investigate issues affecting society.</p> <p>I can interpret different sources of information and assess these for validity.</p> <p>I am aware of the diversity of viewpoints and can describe some of the influences that shape these.</p> <p>I can develop structured and balances arguments challenging others assumptions.</p> <p>I can present a persuasive case for a particular course of action giving reasons for my view.</p> <p>I can work with others to negotiate, plan and carry out actions aimed at improving/influencing the community reflecting on the extent of our success and what we might do next.</p> <p>I can begin to compare democracy and justice in the UK and different parts of the world. I can explain that different rights need to be protected, supported and balanced drawing on examples from local and global contacts.</p> <p>I can describe changing identities and communities in the UK, explaining some of the political, social economic interdependencies with the wider world.</p> <p>I know what it means to have a belief and talk about different ones.</p> <p>I know and can talk about the religion of Hinduism.</p> <p>I know and can explain about race and diversity in the world and what it means.</p> <p><b>I can understand a different culture and way of life.</b></p>
Bridge Builder objectives –Non Statutory that need to be covered to achieve award		
<b>Community Award</b>	<b>Scholarship Award</b>	
<p><b>I can make links between home, school and the community to make a positive contribution.</b></p> <p><b>I can follow and comment on current affairs.</b></p> <p><b>Arts Award</b></p> <p><b>I can write and act in a play and deliver lines without a script.</b></p>	<p><b>I can solve mathematical problem in a variety of contexts across the curriculum.</b></p> <p><b>I can achieve the handwriting standard for my year group.</b></p> <p><b>I can demonstrate knowledge in a team quiz linked to history, geography, science.</b></p> <p><b>Healthy Living Award</b></p> <p><b>I can make healthy choices with my diet at school and home.</b></p> <p><b>I can take part in an activity before or after school.</b></p>	

**Foundation Subject Skills – Y6 AUTUMN**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding



**Foundation Subject Skills – Y6 SPRING**

HISTORY		GEOGRAPHY	
Emerging	Exceeding	Emerging	Exceeding
MUSIC		ART	
Emerging	Exceeding	Emerging	Exceeding
ICT/COMPUTING		DT	
Emerging	Exceeding	Emerging	Exceeding
PHYSICAL EDUCATION		RE/PHSE	
Emerging	Exceeding	Emerging	Exceeding

### Foundation Subject Skills – Y6 SUMMER

HISTORY		GEOGRAPHY		
Emerging	Exceeding	Emerging	Exceeding	
MUSIC		ART		
Emerging	Exceeding	Emerging	Exceeding	
ICT/COMPUTING		DT		
Emerging	Exceeding	Emerging	Exceeding	
PHYSICAL EDUCATION		RE/PHSE		
Emerging	Exceeding	Emerging	Exceeding	
<b>Bridge Builder Objectives Children not achieved award</b>				
COMMUNITY	ART	DESIGN & INVENTOR	HEALTHY LIVING	SCHOLARSHIP