HISTORY	1	2 with scaffolding	3	4	5
Chronological Understanding		• Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? *Taken from previous learning.* • Can they use their mathematical skills to work out exact time scales and differences as need be?			• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
Historical enquiry		• Can they describe historical events from the different period/s they are studying/have studied and provide evidence for this? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (cycle 2) • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? (Cycle 2) • Do they appreciate that significant events in history have helped shape the country we have today? (cycle 2) • Do they have a good understanding as to how crime and punishment has changed over the years? (cycle 2)			Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care were developed?
Knowledge and Interpretation		Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? (cycle 1) Examine causes and results of great events previously studied and the impact this had on people. Compare an aspect of life with the same aspect in another period and provide evidence from a range of sources to justify their opinions.			Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
Communication		Recall, select and organise historical information • Communicate their knowledge and understanding. • Select and organise information to produce structured work, making appropriate use of dates and terms.			Recall, select and organise historical information • Communicate their knowledge and understanding. • Select and organise information to produce structured work, making appropriate use of dates and terms.

GEOGRAPHY	1	2 with scaffolding	3	4	5
Geographical Enquiry		• Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life			• Can they work out an accurate itinerary detailing a journey to another part of the world?
Physical Geography		• Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity?			Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?
Hyman Geography		• Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features?			• Can they report on ways in which humans have both improved and damaged the environment?
Geographical Knowledge		• Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?			Can they begin to recognise the climate of a given country according to its location on the map?
Map Skills Use index and contents page within atlases. • Use medium scale land ranger OS maps.		Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Use/recognise OS map symbols Use 8 compass points; • Begin to use 4 figure coordinates to locate features on a map.			

SCIENCE	1	2 with scaffolding	3	4	5
Planning		Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they present a report of their findings through writing, display and presentation?			Can they explore different ways to test an idea, choose the best way and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? • Can they use information to help make a prediction? • Can they explain, in simple terms, a scientific idea and what evidence supports it?
Obtaining and presenting evidence		Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?			Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated?
Considering evidence and evaluating		Can they report and present findings from enquiries through written explanations and conclusions? • Can they use a graph to answer scientific questions?			Can they find a pattern from their data and explain what it shows? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this?
Light and shadow					
Rocks					
Animals including humans		Can they describe the changes as humans develop to old age?			Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? • Can they describe the changes experienced in puberty? • Can they draw a timeline to indicate stages in the growth and development of humans?
Living things and their habitats		Can they describe the differences in the life cycles of a mammal, an amphibian, an insects and a bird? • Can they describe the life cycles of common plants? • Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)			Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? • Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?
Earth and Space		Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system? • Can they explain how seasons and the associated weather is created? • Can they describe and explain the movement of the Moon relative to the Earth? • Can they describe the sun, earth and moon as approximately spherical bodies?			Can they compare the time of day at different places on the earth? • Can they create shadow clocks?

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		• Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?	• Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? • Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)
Forces		Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? • Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?	Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) • Can they design very effective parachutes? • Can they work out how water can cause resistance to floating objects? • Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
Properties and changes to materials		Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? • Can they explain how some materials dissolve in liquid to form a solution? • Can they describe how to recover a substance from a solution? • Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? • Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? • Can they describe changes using scientific words? (evaporation, condensation) • Can they demonstrate that dissolving, mixing and changes of state are reversible changes? • Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? • Can they use the terms 'reversible' and 'irreversible'?	Can they describe methods for separating mixtures? (filtration, distillation) • Can they work out which materials are most effective for keeping us warm or for keeping something cold? • Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) • Can't hey explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? • Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

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COMPUTING	1	2 with scaffolding	3	4	5
Algorithms and Programs		Can they combine sequences of instructions and procedures to turn devices on or off? • Do they understand input and output? • Can they use an ICT program to control an external device that is electrical and/or mechanical? • Can they use ICT to measure sound or light or temperate using sensors? • Can they explore 'What is' questions by playing adventure or quest games? • Can they write programs that have sequences and repetitions?			Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or i peg. file format using the 'save as' command? • Can they make an information poster using graphics skills to good effect?
Data retrieving and Organisation		Can they listen to streaming audio such as online radio? • Can they download and listen to podcasts? • Can they produce and upload a podcast? • Can they manipulate sounds using Audacity? • Can they select music from open sources and incorporate it into multimedia presentations? • Can they work on simple film editing?			
Communicating		Can they use instant messaging to communicate with class members? • Can they conduct a video chat with someone elsewhere in the school or in another school?			
Using the Internet		Can they use a search engine using keyword searches? • Can they compare the results of different searches? • Can they decide which sections are appropriate to copy and paste from at least two web pages? • Can they save stored information following simple lines of enquiry? • Can they download a document and save it to the computer?			
Databases		Can they create a formula in a spreadsheet and then check for accuracy and plausibility? • Can they search databases for information using symbols such as = > or			
Presentation		• Can they use a range of presentation applications? • Do they consider audience when editing a simple film? • Do they know how to prepare and then present a simple film? • Can they use ICT to record sounds and capture both still and video images? • Can they make a home page for a website that contains links to other pages? • Can they capture sounds, images and video? • Can they use the word count tool to check the length of a document? • Can they use bullets and numbering tools?			

E-Safety	Knowledge and Understanding	Skills
	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?	Do they follow the school's safer internet rules? • Can they make safe choices about use of technology? • Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong? • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

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	• Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate?

DT	1	2 with scaffolding	3	4	5
Developing, Planning and communicating ideas		Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each?			
Working with tools, equipment, materials and components to make quality products		Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process?			
Evaluating		Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?			
Cooking and nutrition		Can they describe what they do to be both hygienic and safe? • How have they presented their product well?			
Textiles		Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first? • Can they use a range of joining techniques?			
Electrical and mechanical components		Can they incorporate a switch into their product? • Can they refine their product after testing it? • Can they incorporate hydraulics and pneumatics?			
Stiff and flexible sheet material		Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose?			
Mouldable material		Are they motivated enough to refine and further improve their product using mouldable materials?			

ART	1	2 with scaffolding	3	4	5
Drawing		Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?			
Painting		Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches?			
Printing		Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials?			
Sketch books		Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?			
3D Textiles		Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.			
Collage		Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion?			
Use of ICT		Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas?			
Knowledge		Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?			

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MUSIC	1	2 with scaffolding	3	4	5
Performing		Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?			Can they use pitches simultaneously to produce harmony by building up simple chords? •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?
Composing		Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music?			Do they understand the relation between pulse and syncopated patterns? •Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
Appraising		Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences?			Can they explain how tempo changes the character of music? •Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

PE	1	2 with scaffolding	3	4	5
Dance		Do they plan and perform dances confidently? •Can they compose motifs and plan dances creatively and collaboratively in groups? •Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? •Can they perform different styles of dance clearly and fluently? Do they organise their own warm-up and cool-down exercises? •Do they show an understanding of safe exercising? •Can they recognise and comment on dances, showing an understanding of style?•Can they suggest ways to improve their own and other people's work?			Do they use their understanding of composition to create dance phrases for themselves and others in their group? •Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles? •Can they show expression in their dances and sensitivity to music? •Can they organise their own warm-up and cool-down exercises? •Can they show that they understand why warming-up is important for a good performance? •Can they identify the form and structure of a dance? •Can they make imaginative suggestions as to how to improve their own and other people's work?
Games		Can they gain possession by working as a team? •Can they pass in different ways?•Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot?			
Gymnastics		Can they make complex or extended sequences?			

		•Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent?
Athletics		Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules?
Outdoors		Can they follow a map in an unknown location? •Can they use clues and compass directions to navigate a route? •Can they change their route if there is a problem? •Can they change their plan if they get new information?

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