

C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

DESIGN & TECH SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
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1) DESIGN

								To draw on and use various sources of information. LT
		To know the properties of some materials and suggest some of the purposes they are used for. C			To clarify ideas using labelled sketches and models to communicate the details of any designs. C	To use a computer program to design a product. LT		To create and use own detailed plans, modifying where appropriate. LT
	To know that materials feel and look different.	To explore and differentiate between colours and begin to describe the texture of products using appropriate words. C	To identify the features of familiar products.	To identify the features of commercial products and generate ideas from them. T C	To think ahead about the order of the work, choosing appropriate tools, equipment, materials, components and techniques.	To recognise that any designs have to meet a range of needs. T		To clarify my ideas through discussion, drawing and modelling. C LT
	To explore colours and textures and begin to describe products using simple expressions and words. C	To explore and make decisions about how media and materials can be combined and changed.	To describe the properties of the materials used. C	To plan effectively to ensure aims are achieved.	To show an awareness of aesthetics.	To create and alter initial designs based on client feedback. C		To use understanding of familiar products to independently develop ideas. T
	To explore a variety of materials, experimenting with colour, design, texture, shape and form.	To develop their own ideas through selecting and using materials.	To create ideas for products and to implement ideas, with support.	To represent design ideas in diagrams or images. LT	To be able to develop more than one design or adaptation of an initial design.	To consider aesthetics when creating the design.		To communicate ideas with the consumer. C LT
Designing						To write a set of instructions for someone else to follow. C		To show awareness that resources may be limited (budget, time, availability).

2) MAKE

				To create a product that has an electrical component.	To create a product that uses a number of electrical components.			
a) Electricity				To make a product that uses other mechanical components.	To create a product that uses both electrical and mechanical components.			
			To make a product that moves using a turning mechanism or a lever or a hinge.	To select the appropriate tools to make a product.	To select the appropriate techniques to make a product.	To create a product that can be controlled by a computer program. LT		
b) Mechanisms			To cut materials using basic equipment.	To create a product using textiles, including measuring, marking and cutting materials.				
			To create a product using textiles including measuring and marking of materials.	To use a variety of methods to join fabrics.	To select the appropriate textiles to make a product.	To select and use the appropriate method to join fabrics.		
c) Textiles	To create products using a variety of		To join fabrics using adhesives.					

	To create products using a variety of materials, ingredients and simple techniques with and without support	To cook or bake a simple food product with given ingredients.	To select appropriate ingredients for a food product and to measure accurately.		
		To correctly use equipment such as mixing bowls or knives, with support where necessary.	To correctly use a range of equipment.	To maintain good hygiene when preparing food.	To select the appropriate equipment and ingredients required.
d) Food		To understand how to maintain good hygiene when preparing food.	To make food aesthetically pleasing to the consumer.	To measure ingredients accurately. To build a structure, cutting materials and making holes accurately having selected the appropriate tools and materials.	To understand that cooking alters the flavour and texture of food. To select and use the appropriate method to join materials.
e) Structures		To build a 3D structure, measuring and marking the materials used.	To build a structure, cutting materials and making holes using a variety of tools.		

3) EVALUATE

	To respond in different ways to what they saw/heard/felt/smelt. C	To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns. C	To identify and begin to describe similarities, differences or patterns in a final product.	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. C LT	To generate criteria to assess a final product.	To evaluate the overall intended effect or purpose of a product and explain how this could be improved. T. C.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C LT
a) Critiquing the work of a professional	To express feelings about the final product made by a professional. C. LT. PSE	To say what they liked best or least about a final product or performance. C. LT	To say how a piece of work makes them feel and give simple reasons. C. PSE. LT.		To identify strengths, weakness giving reasons. To compare more than 1 product using clear criteria. C. LT.	To give reasons as to why particular features were used. C LT	
b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. C.	To look closely at their final product with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product with some teacher support and give simple reasons.	To describe their final product or the process and identify strengths and weakness/errors. To say whether it was different to expected. To compare improved work with initial work and/or design plan and express preference.	To describe their final product in relation to the design brief. To keep a tracker to identify successes and areas of weakness throughout the process. To use information gathered throughout the process to improve and adapt work.	To prepare and use criteria to evaluate their own final product or that of a peer. To use given criteria to evaluate the process or journey to arrive at final product.	To generate success criteria to evaluate their steps in a process to arrive at a final product.
c) Making improvements	To talk about what went well and what we learned when it did not.	To explore different ways to do something and identify differences.	To make simple suggestions to improve the quality of a final product based on evaluation with teacher support.	To ask where and how do I get help?	To test products and record findings. LT	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final and suggest improvements.

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DRAMA SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) CREATE								
Exploring and devising	To pretend that one object represents another especially when have characteristics in common.	To use imagination to introduce storylines, enacting simple characters.	To retell and explore stories or communicate feelings using speech, gesture and movement in imaginative play. C. PSE			To use simple techniques like hot seating, mime, tableaux and soundscapes, effectively, to develop characters, settings and plots. C. PSE	To develop characters, settings and plots by making thoughtful choices about speech, gesture and movement to add realism and emotion in a range of scenarios.	To use an awareness of correct theatre conventions to support writing of play scripts.
	To use available resources to create props to support role-play.	To retell stories using visuals/props to support sequencing. C.	To play cooperatively as part of a group to act out a narrative. C. PSE	To explore character and dramatic action through drama techniques such as role play, narration, mime and tableau. C. PSE.				
	To engage in imaginative play based on first hand experience.	To play alongside other children who are engaged in the same theme. PSE						
2) PERFORM								
Performance preparation and awareness of audience	To perform in role in front of an audience. To participate in whole class dramas. C	To speak clearly and audibly and to take turns to say lines in group performances. C	- To give eye contact and speak clearly with increasing confidence. C	- To perform a simple role with clear speech, and begin to use movement and facial expression. C, PSE	To use space and position and character interaction to engage the audience. - To use clear speech with increased projection. C. PSE	To engage an audience through well-rehearsed movements, characterisation and use of voice. C. PSE	To use the design elements that shape and focus theatrical effect for an audience, including, sound, lighting and set design. LT	
3) EVALUATE								
a) Critiquing the work of a professional		To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns. C.	To identify and begin to describe similarities, differences or patterns in a final performance .	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. C LT	To generate criteria to assess a final performance.	To evaluate the overall intended effect or purpose of a performance and explain how this could be improved.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C LT	
	To express feelings about the final professional performance. C. LT	To say what they liked best or least about a final performance. C. LT	To say how a piece of work makes them feel and give simple reasons. C PSE LT		To compare final performance of more than 1 professional performance using clear criteria. C. LT.	To give reasons as to why particular features were used. C LT		

b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. C	To look closely at their performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final performance with some teacher support and give simple reasons.	To describe their final performance or the process and identify strengths and weakness/errors. To say whether it was different to expected. To compare improved work with initial work or plan and express preference.	To describe their performance in relation to the context/purpose/design brief. To keep a tracker to identify successes and areas of weakness throughout the process. To use information gathered throughout the process to improve and adapt work. To test products and record findings. LT	To prepare and use criteria to evaluate their own final performance or that of a peer. To use given criteria to evaluate the process or journey to arrive at final performance. To identify where changes were made during the process which led to improvements.	To generate success criteria to evaluate their steps in a process to arrive at a final performance. To question which parts of the process could be improved to have maximum impact on final performance and suggest improvements.
c) Making improvements	To talk about what went well and what we learned when it did not.	To explore different ways to do something and identify differences. (e.g. sing high or low)	To make simple suggestions to improve the quality of their final performance based on evaluation with teacher support.	To ask where and how do I get help to improve my work?			

GEOGRAPHY SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) GEOGRAPHICAL ENQUIRY								
a) Geographical questions and hypothesis	To talk about things they can see around them. C. T.	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. C. T.	To ask simple geographical questions about their familiar world and the wider world. T.	To ask and respond to geographical questions. C. T.	To ask and respond to geographical questions using evidence to support their answers. C. T. To use a range of methods such as questionnaires and surveys to collect evidence.	To suggest questions which could be investigated. T.	To suggest a hypothesis and test it. T.	
		To observe and make a simple record through pictures, photos and models of something they have seen in their environment. LT.	To observe and make records (pictures, photos and writing) of what they have seen in their immediate environment and during field work.	To observe and record what they have seen through photos, labeled diagrams, writing and charts.	To communicate information about a topic in a range of ways such as news reports, diagrams and through ICT. C. LT.	To choose an appropriate method to collect and record evidence. LT.	To choose a method of communicating information, appropriate to the task and audience. C.	To choose an appropriate method to collect and record evidence and provide reasons for this choice. LT.
b) Recording and communicating findings	To be able to draw things they can see around them.	To say what they like and dislike about their familiar environment. PSE. C. TS.	To express their own views about people, places and the environment through pictures, speech and writing. PSE. C. TS.	To give reasons for their views about people, places and environments. PSE. C. TS.	To describe, compare and offer reasons for their own views and other people's views about geographical issues. C. PSE.	To develop decision making skills and suggest how improvements could be made to an area. PSE. C.		
		To say what they like about their familiar environment. PSE. C. TS.	To describe what they can see in a photograph of an area. TS.	To use information books, stories and photographs as sources of information with support. TS.	To use a range of secondary sources such as information books, photographs, diagrams, news articles and the internet as sources of information, with support. TS.	To independently use a range of given secondary sources such as information books, photographs, diagrams, news articles, satellite images and aerial photographs and the internet as sources of information. TS. LT.	To be able to select appropriate secondary sources to support their investigation. TS. LT.	To make comparisons between two different sources of information about the same subject. TS. LT.
c) Giving opinions and views	To say what they like about their familiar environment. PSE. C. TS.	To say what they like and dislike about their familiar environment. PSE. C. TS.	To express their own views about people, places and the environment through pictures, speech and writing. PSE. C. TS.	To give reasons for their views about people, places and environments. PSE. C. TS.	To describe, compare and offer reasons for their own views and other people's views about geographical issues. C. PSE.	To develop decision making skills and suggest how improvements could be made to an area. PSE. C.		
d) Using secondary sources		To describe what they can see in a photograph of an area. TS.	To use information books, stories and photographs as sources of information with support. TS.	To use a range of secondary sources such as information books, photographs, diagrams, news articles and the internet as sources of information, with support. TS.	To independently use a range of given secondary sources such as information books, photographs, diagrams, news articles, satellite images and aerial photographs and the internet as sources of information. TS. LT.	To be able to select appropriate secondary sources to support their investigation. TS. LT.	To make comparisons between two different sources of information about the same subject. TS. LT.	
2) MAP SKILLS								

e) Scale and Distance			To use relative vocabulary e.g. bigger/smaller to describe different places. C.	To begin to spatially match places (e.g. recognise Malaysia on a small scale and larger scale map). T.	To begin to match boundaries (e.g. find same boundary of a county on different scale maps.)	To measure straight line distance on a plan.	To use a scale to measure distances.
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3) PLACES, PATTERNS & PROCESSES

				To be able to describe some human features of places beyond their locality.	To show awareness that different places have both similar and different human features. T.	To be able to compare, contrast and give reasons for the different human characteristics of local and global places. T	To be able to describe how the human characteristics of a particular place have changed over time and offer explanations for this. T.
a) Human features	See A1	See A1	To be able to describe some human features of their local environment. C	To identify reasons why people might travel between different countries. T. PSE	To be able to explain how two countries can be interdependent. T. To show awareness that different places have both similar and different physical features.	To recognise different countries which are interdependent and explain how and why. T.	To identify arguments for and against interdependence between different countries. T.
b) Physical features	To know some of the ways which they are different to their friends. PSE.	To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. PSE	To be able to describe some physical features of their local environment. C	To be able to describe some human features of places beyond their locality. C	To be able to describe the difference between human-made physical features and natural physical features. T	To be able to compare, contrast and give reasons for the different physical features of local and global places. T	To be able to describe how the physical characteristics of a particular place have changed over time and offer explanations for this. T
c) Geographical Patterns				To recognise some geographical patterns in their local environment. T	To recognise and describe some geographical patterns in their local and wider environment. T	To begin to give reasons for any given geographical pattern. T	To describe the cause and effect of a particular geographical pattern. T
d) Human and physical processes				To recognise some human and physical processes in their local environment. T	To recognise and describe some human and physical processes in their local and wider environment. T	To research the cause and effect of human and physical processes in a particular environment. T	To explain and describe the cause and effect of human and physical processes in a particular environment. T

4) ENVIRONMENTAL CHANGE & SUSTAINABLE DEVELOPMENT

a) Environmental change

To describe some reasons for looking after the environment. PSE	To recognise some of the ways in which humans can affect the environment. PSE	To identify ways in which normal people can improve and damage the environment. T. PSE	To identify and explain ways in which decisions made by larger corporations, organisations and the government can improve or damage the environment. T. PSE	To recognise how environmental decisions made by larger organisations can affect the future quality of life of both animals and people. T. PSE.
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b) Looking after the environment

To be able to list more than one way in which they can look after the environment. PSE	To recognise some of the ways that they and their classmates/family can help to look after the environment. PSE	To recognise different ways people may seek to manage environments sustainably, and identify opportunities for their own involvement. T. PSE	To recognise how and why people may seek to manage environments sustainably, and identify opportunities for their own involvement. T. PSE.
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HISTORY SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
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1) CHRONOLOGICAL UNDERSTANDING

a) Events, People and places	To enjoy joining in with family customs and routines. PSE	To talk about past and present events in their own lives and the lives of family. PSE, C	To place events and objects in chronological order in a given geographical area.	Place a range of global events and objects in chronological order.	To place events, significant people and changes into correct periods of time and in relation to other events/periods of world history.	To place events, significant people and changes into correct periods and understand how affected them and those following were affected.	To use research to form and substantiate hypothetical reasons for events taking place.	To build historical vocabulary in line with specific vocabulary list. C
b) Research	To talk about family customs and routines. PSE	To understand that different people have different customs and traditions. PSE, C	To begin to name significant people and events from the past and the present. TS	Find out about the lives of significant people and events from the past and the present. TS	To find out about the lives of significant people and events from the past and the present and how they affected the period they live(d) in. TS	To build historical vocabulary in line with specific vocabulary list. C		

2) KNOW & UNDERSTAND THE PAST

a) Reasons for Events	To know that there is a difference between past and present events in their own life. C TS	Children talk about past and present events in their own lives and in the lives of family members. PSE, C	To talk about past and present events in their own lives and discuss why these happened. PSE C	To recognise why people did things, why events happened and what happened as a result. TS, PSE	To identify and describe reasons for key events and changes in the historical periods studied. C, PSE	To research reasons for key events and changes in the historical periods studied. C	To offer hypotheses for reasons for key events and changes in the historical periods studied. C	To research and cross reference reasons for key events and changes in the historical periods studied understanding that source material may be biased, contradictory, incomplete or incorrect. C
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b) Questioning	To show interest in the lives of people who are familiar to them. C, PSE	To comment and asks questions about an event or period of time. TS To talk about the similarities and differences in relationships between friends and family. PSE, C	To ask simple historical questions. TS, PSE	To ask and respond to historical questions. TS	To ask and respond to historical questions using evidence to support answers. TS	To suggest questions that could be investigated using evidence from historical sources. TS	To make a hypothesis and test it. C, TS To distinguish between fact and opinion and make choices about sources of online information. TS
	To know that something makes them unique. PSE					To distinguish between fact and opinion. TS	

5) ORGANISE & COMMUNICATE

Organise and Communicate	To remember and talk about significant events in their own experiences. C, PSE	To remember and talk about events that have happened in their lives in the past. C	To use their historical knowledge to communicate in different ways. LT, C	To use their historical knowledge to communicate in an increasing number of ways. LT, C	To communicate information about a period or event in a range of ways. C	To choose appropriate method of communication appropriate to task and audience. C	To choose appropriate method of communication appropriate to task and audience and justify choice. C
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6) EVALUATE

a) Critiquing the work of a professional	To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns.	To respond in different ways to what they saw/heard/felt/smelt.	To identify and begin to describe similarities, differences or patterns in a final product/performance .	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. C LT	To generate criteria to assess a final product/performance.	To evaluate the overall intended effect or purpose of a product or performance and explain how this could be improved.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C LT
	To express feelings about the final product/performance of an expert. C. LT	To say what they liked best or least about a final product or performance. C. LT	To say how a peice of work makes them feel and give simple reasons. C PSE LT		To compare final product/performance of more than 1 professional using clear criteria. C. LT.	To give reasons as to why particular features were used. C LT	
b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. C	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To describe their final product/performance or the process and identify strengths and weakness/errors.	To describe their final product/performance in relation to the context/purpose/desi gn brief.	To prepare and use criteria to evaluate their own final product/performance or that of a peer.	To generate success criteria to evaluate their steps in a process to arrive at a final product/performance.
				To say whether it was different to expected.	To keep a tracker to identify successes and areas of weakness throughout the process.	To use given criteria to evaluate the process or journey to arrive at final product/performance.	

c) Making improvements

To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To use information gathered throughout the process to improve and adapt work. To test products and record findings. LT	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.
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COMPUTING SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1i) CONNECTING (e-Communication)								
a) Writing e-mails			To recognise e-mail addresses	To contribute to e-mails written as a class.	To write personal e-mails to other people and to groups of people.	To send and receive files via e-mail, and use CC, BC.	To create and edit contact lists.	
b) Blogging			To navigate to view a class blog.	To post and comment on class blogs.	To register, set up and post to a personal blog. To confidently embed photos, hyperlinks and videos into posts	To like/follow other blogs and maintain their blog over a period of time by posting, deleting and monitoring.	To confidently call and receive calls using a video conference software	
c) Video Conferencing			To understand that videos can be live or recorded.	To begin to use webcams for class video conferencing. To be able to simply explain why one form of communicating is best for a specific task.	To use a class video conferencing account to talk to another class. To begin to independently select a form of electronic communication for their need.	To evaluate the effectiveness of using different types of electronic communication for different purposes		
d) Evaluating forms of communication	Be able to talk about what they have done on the website	Be able to recall information from a website	To understand that the internet can be used to communicate.					
1ii) CONNECTING (Research and Browsing)								
a) Using an internet browser		Begin to navigate around a website	To explore pre-loaded websites using an internet browser, and talk about what they saw.	To use the address bar and favourites bar to access pre-selected websites.	To add websites to favourites. To use a search engine to find a range of media.	To confidently use appropriate tools to save and retrieve accessed information. To consider the effectiveness of their search terms, refine where necessary and improve with advanced search functions.	To temporarily allow useful pop-ups from an useful website when appropriate.	
b) Searching online			To complete a search with given search terms.	To complete a search for a given topic.	To think of search terms to find a range of media to answer a specific question			

c) Evaluating the source	Be able to talk about what they have done on the website	Be able to recall information from a website	To explain which sites they like exploring.	To begin to evaluate web sites by giving opinions about preferred or most useful sites.	To talk about the reliability of information on the internet and begin to independently decide when they need to use the internet to help with their tasks.	To understand websites such as Wikipedia are made by users and demonstrate knowledge that it is illegal to download copyrighted material without express written permission, from the copyright holder.	To use strategies to check the reliability of information, e.g. cross checking with books or other websites	To use their knowledge of domain names to aid their judgment of the validity of websites.
					To state the source of information found on the internet			

1iii) CONNECTING (Data Storage and Transfer)

Storing and transferring data			To understand that files may be served locally, but not on one single device (servers) and know how to save and retrieve from a local server.	To understand files may be saved remotely in 'clouds' and that a file size depends on how much information it holds.	To upload/download a file to the cloud on different devices.	To understand about syncing files using cloud computing folders.	To understand how simple networks are set up and used
			To understand that a locally saved file is only accessible on the same device.	To use portable hardware (USB) to transfer files to another device.			

2) DATA

a) Collecting		Place and/or sort objects into lists or simple tables	Create a branching database	Design a questionnaire	Choose information to put into a table	Create data collection forms	Know a range of formulas to use in a spreadsheet
	b) Presenting	Put data into a pictogram	Make a simple diagram to sort information	Sort and organise data in different ways	Answer simple questions about a database	Understand that changing the numerical data has an affect	Compare a variety of graphs and evaluate their effectiveness
c) Interpreting		Discuss what a pictogram shows	Answer simple questions about a pictogram.	Answer simple questions about a database	Create a graph from previously collected data	Check for and spot inaccurate data	

3 i) MULTIMEDIA (PRESENTING)

a) Typing and cursor proficiency	Use the keyboard to type random letters and characters	Use the keyboard with more control, using both letter and number keys. Use backspace and shift.	Word process short text, using the letter keys and the other commonly used keys.	Start to use two hands when typing.	Get quicker at typing using both hands	Be able to touch type many keys without looking at the keyboard.	Become proficient at touch typing.
	Type in own name with support	Type in own name using a capital letter					
	Develop simple movements of the mouse or tracker pad.	Develop a more accurate movement with the mouse or tracker pad.					

b) Text Formatting			Use delete and backspace buttons to correct mistakes	Highlight a word or phrase using the mouse.	Confidently change font formatting and choose text alignment. Use cut, copy and paste to refine and re-order content.	Develop consistency across a document, using the same styles of font, colour, size for headings, body text, etc.
				Amend a pre-prepared presentation	Create simple presentations for different purposes using templates for support.	Create an outline plan for a non-linear presentation; producing a diagram to show how pages link.
c) Presentation					Make effective use of transitions and animations in presentations	Create a range of hyperlinks to produce a non-linear presentation.
					Use key layout and design features and change page size and orientation.	Use review tools to check and improve their own work and to collaborate and review each other's work.
d) Tools	Click on words/pictures to create labels	Click on words to make simple sentences	Select images to add to work.	Combine text with video, pictures and audio	Review their work with spell check.	Confidently create and edit tables and drawings.

3 ii) MULTIMEDIA (GRAPHICS)

a) Creating and capturing	Click and drag to draw	Click and drag with more control to draw/create a scene that is recognisable		Use shape, line and colour to communicate a specific idea or artistic style through various tools.	Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.	
	Make simple choices on a paint program	Use various graphics tools including flood fill, spray, can	Use various graphics tools including brushes, pens, lines, fill, spray and stamps.	Upload images or movies from cameras and other digital devices to a computer, with support if needed.		Use an object based graphics package to design and develop a plan in order to find a solution to a specific problem.
	Take a picture with a digital camera	Take a picture with more accuracy using a digital camera	Use a range of digital devices to capture and save images.		Capture screen images using different tools	Independently capture, store and retrieve digital images for a purpose. Discuss and evaluate the quality and usefulness of their own and others' captured images and make decisions whether to keep, delete or change them.
					Resize, rotate an image.	
b) Editing		Look at photos they have taken	Use a graphics package to paint on top of a photograph.	Begin to make changes to images using basic tools in	Edit pictures using various tools in paint or photo-manipulation software.	Use layers to paste part of one image on top of another.

3 iii) MULTIMEDIA (VIDEO)

a) Capturing for a purpose		Capture a video with support.	Capture video.	Discuss which videos to keep and why.	Capture video for a purpose. Trim and arrange clips to convey meaning.	Storyboard and capture videos for a purpose.	Discuss the quality of videos and chose which to keep and which to re-shoot. Transfer footage to iMacs for more advanced editing.
b) Editing				Arrange clips to make a short film that conveys meaning.	Add a sound file to their movie.	Trim, arrange and edit audio levels of video to improve the quality of their outcome.	Use greenscreen tools effectively.

b) Commands	Use oral instructions to move an object.	Use simple directional commands to move a robot or sprite.	Use simple drag and drop commands to move a sprite.	Edit parameters within a drag and drop command.	Create separate codes for separate inputs and sprites.	Understand that there are coding languages other than drag and drop.	Create your own backgrounds and Sprite costumes.	Use broadcast messages to link codes for different Sprites and backgrounds.
c) Functions			Begin to use loop and Conditional functions.	Confidently use loop and Conditional functions.	Use a wider range of loop and conditional functions.	Use conditional functions to add texts and sound.	Use variables to keep a score and a timer.	
				Correct a simple directional code that has an error in it.	Amend a pre-written code to achieve a set purpose.	Evaluate a completed code (their own and others) and explain what they could change to improve it.	Receive feedback from users and act upon the feedback to improve their software.	
d) Evaluate and amend	Explain if the code achieved its purpose.	Notice when a code has failed to reach its objective.	Discuss and explore what will happen when a code is run.	Discuss how to improve or change their code.	Regularly test and amend their code.			

Key: C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

MATHS SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) PLACE VALUE								
								To recognise and recall prime numbers.
a) Recognising numbers	To recognise some numerals of personal significance. To recognise numerals 1 to 5 To count up to 3 or 4 objects by saying one number name for each item.	To recognise numerals 1–20.	To recognise and use ordinal numbers. To recognise odd and even numbers.	To recognise and describe number patterns including halving and doubling.		To recognise and understand negative numbers and large positive numbers. (positive/negative 1 million)		To recognise and recall common factors and common multiples for whole numbers with 2 and 3 digits.
b) Counting	To count objects to 10, and begin to count beyond 10. To count up to 6 objects from a larger group.	To count an irregular arrangement of up to 10 objects. To count reliably from 1 to 20.	To count to 100. To count 1 more or less than any number to 100.	To count in 2s, 3s, 5s, 10s from any number. To count 10 more or less than any number.	To count in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 100 and 1000 from any given number.	To count forwards or backwards in steps of 100, 1000 or 10,000 for any given number. To read and write negative numbers and order and count through zero.	To count forward and backwards with positive and negative whole numbers through zero to 1,000,000. To read, write and compare numbers to at least 1,000,000 and determine the value of each.	
c) Reading and writing numbers	To select the correct numeral to represent a group of up to 10 objects.	To select the correct numeral to represent a group of up to 10 objects.	To write in numerals to 100 and words to 20.	To read and write numbers to at least 1000 in numerals. To explain the place value in 2 digit numbers and words.	To read and write numbers to at least 10,000.	To read Roman numerals to 100.	To read Roman numerals to 1000 and years.	
d) Place value				To use place value and number facts to solve problems with answers to 100.	To explain the place value in 4 digit numbers.	To explain the place value in numbers greater than 4 digits.	To use place value on numbers up to 3 decimal places	
e) Rounding					To round any number to the nearest 10, 100 or 1000.		To round any number up to 1,000,000 to the nearest 1, 10, 100, 1000, 10,000 or 100,000.	To round any number to a required degree.
f) Estimating		To estimate a number in the range that can be counted reliably, and check by counting.		To estimate the answer to calculations involving the four operations.				To distinguish between exact answers and decimal approximations. To identify the highest common
					To order and compare numbers up			

Key: C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

MFL SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) LISTEN								
								To understand the main points, details and opinions (C/LT/T)
			To understand familiar short phrases (C/LT/T)	To respond to familiar phrases (C/LT/T)	To understand main points from short passages. (C/LT/T)		To understand specific details and opinions (C/LT/T)	To understand familiar language in less familiar context (C/LT/T)
	To understand familiar words (C/T)	To understand familiar words (C/T)	To understand classroom commands with supportive prompts (C/T)	To understand simple questions (C/T)	To understand personal information about another with some supportive gestures (T)	To understand longer passages (C/LT/T)	To understand present and past or future events from various contexts (C/LT/T)	To understand the difference between present, past and future events (C/LT/T)
Understanding and responding	To understand simple words with supportive prompts (C/T)	To understand simple words with supportive prompts (C/T)	To understand everyday classroom instructions (C/T)			To understand the main points and some details (C/LT/T)		
2) SPEAK								
					To begin to engage in short conversation (C/LT/T)			
					To change single words in a phrase to make a new one (C/T)			
			To answer with single words or simple phrases in an increasing range of contexts (C/LT/T)	To give short, simple responses to a range of questions (C/LT/T)	To talk about interests (PSE/C/LT/T)	To have a simple structured conversation with at least 4 exchanges (C/LT/T)		To start and demonstrate a variety of ways to develop a conversation (C/LT/T)
		To answer questions with single, familiar words in context(C/T)	To answer questions with simple, learnt short phrases (C/LT/T)	To describe people, places and objects (C/LT/T)	To express personal responses with simple vocabulary (PSE/C/LT/ T)	To change single words and phrases (C/LT/T)	To have a short conversation/presentation, including giving opinions (C/LT/T)	To give a short prepared talk To give opinions and answer simple questions, including descriptive details (C/LT/T)
Communicating using spoken words	To recall simple familiar phrases thanks to songs and rhymes (C)	To answer questions with simple, learnt short phrases (C/LT/T)	To pronounce words fairly clearly (C)	To use set phrases to ask for help and permission (C/T)	To express likes and dislikes (PSE/C/LT/ T)	To use a wider range of ways to express personal responses (C/LT/T)	To give and ask for information, opinions and reasons (PSE/C/LT/T)	To use a variety and sentences (C/LT/T)
a) Expressing opinions								
b) Describing								
c) Talking to others								
Pronunciation	To repeat words clearly	To pronounce words fairly clearly (C)	To start being aware of accents and tones	To pronounce words clearly (C)	To pronounce words accurately in most instances and to increasingly use correct intonation (C)	To pronounce words accurately and to use correct intonation consistently (C)	To use the present and past or future tense (C/T)	To speak using past, present and future tense (C/LT/T)
3) READ								

					To read short texts (LT/T)	To read short stories (LT/T)	To understand the difference between present, past and future events (LT/T)
					To read short dialogues (LT/T)	To read factual texts (LT/T)	To understand familiar language in less familiar contexts (LT/T)
			To read familiar words and phrases (LT/T)		To identify the main points (LT/T)	To identify the main points and some details (LT/T)	To read & understand the main points and give specific details (LT/T)
			To begin to read short texts (LT/T)		To begin to understand about likes and dislikes and feelings expressed in a text (LT/T)	To start working out the meaning through gist	To read magazines through scanning (T)
		To read simple single words using phonics (LT/T)	To match sound to print (read aloud) (T)			To be more confident when reading aloud and when using reference material	To explain grammar used in texts (LT/T)
Understanding and responding	To recognise one or two familiar sight words	To read simple single words using phonics (LT/T)	To use visual clues to read simple sentences (C/T)	To use a glossary to find out meanings	To use a dictionary to find out meanings	To interpret handwritten and printed text (LT)	

4) WRITE

						To write about everyday activities from memory (C/LT/T)	
				To copy short phrases correctly	To accurately write 2 or 3 short sentences with the help of a word bank, in a paragraph (LT/T)	To adapt language learnt to write individual paragraphs (C/LT/T)	To write in paragraphs (LT/T)
				To write familiar single words from memory (LT/T)	To begin to write phrases from memory (LT/T)	To write 5 or 6 sentences from memory (LT/T)	To use a variety of sentences (LT/T)
			To copy single words	To write or word-process phrases using a word bank (simple signs, instructions) (LT)	To express opinions (PSE/T)	To use the majority of present tense verbs correctly (T)	To write formally and informally (C/LT/T)
			To label things (LT/T)			To write about present and past or future plans, with some accuracy (C/LT/T)	To refer to present and past or future events (LT/T)
			To find the right word to complete a short sentence (LT/T)	Spelling is understandable	Spelling is usually correct from memory	To start to use a dictionary to help conveying meaning (T)	To apply grammar rules to new words (T)
Conveying meaning						To make attempts to use grammar rules paragraphs (T)	

5) WRITE (MANDARIN ONLY)

						To adapt language learnt to write individual paragraphs (C/LT/T)	To write short passages asking for and giving information, about a range of topics (C/LT/T)	
				To copy short phrases correctly	To accurately write 2 or 3 short sentences with the help of a textbook, in a paragraph (LT/T)	To write 5 or 6 sentences from memory (LT/T)	To use a dictionary to look up new words (T)	To use descriptive language and a variety of structures when writing (LT/T)
			To copy single familiar words	To write familiar single words from memory (LT/T)	To begin to write phrases from memory (LT/T)	To start to use a dictionary to help conveying meaning (T)	To refer to present and past or future events (LT/T)	To apply grammar knowledge when writing (T)
			To write 10-20 characters by memory (C/T)	To write 20-30 characters (C/T)	To write 30-50 characters (C/T)	To write 50-100 characters (C/T)	To write 100-150 characters (C/T)	To write 150-250 characters (C/T)

Conveying Meaning

6) INTERCULTURAL UNDERSTANDING

		To know the names of some countries where the target language is spoken (T)	To locate the countries where the target language is spoken.		To know about festivals and celebrations in different cultures. (PSE/LT)			To describe and comment on some similarities and differences between target language country and their own (PSE/C/LT/T)
	To know the names of some countries where the target language is spoken (T)	To know about some aspects of everyday life in the target language country (PSE/LT)	To know about some aspects of everyday life in the TL country (PSE/LT)	To discuss some aspects of everyday life in the target language country. (PSE/C)	To compare traditional stories. (PSE/C/T)	To understand and respond to materials from, or relating to target language country. (PSE/C/LT/T)	To find out and present information and opinions about an aspect of target language country (PSE/C/LT/T)	
	To learn about life in other countries through stories and songs (PSE)	To listen to stories from other cultures (PSE)	To have an awareness of the different languages spoken by different pupils in the class (PSE)	To identify social conventions at home and in other cultures. (PSE/LT)	To have made direct or indirect contact with the target language country. (PSE/C/LT)	To make simple comparisons between life in target language country and their own (PSE)	To begin to evaluate historical sources to establish evidence for particular enquiries (LT/T)	To select and present information from different sources about aspects of target language country (PSE/C/LT/T)

Relating to different social, cultural and historical traditions

EVALUATE

	To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns.	To respond in different ways to what they saw/heard/felt/smelt.	To identify and begin to describe similarities, differences or patterns in a final product/performance .	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. C LT	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To evaluate the overall intended effect or purpose of a product or performance and explain how this could be improved.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C LT
a) Critiquing the work of a professional	To express feelings about the final product/performance of an expert. C. LT	To say what they liked best or least about a final product or performance. C. LT	To say how a piece of work makes them feel and give simple reasons. C PSE LT			To give reasons as to why particular features were used. C LT	

b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. C	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To describe their final product/performance or the process and identify strengths and weakness/errors. To say whether it was different to expected.	To describe their final product/performance in relation to the context/purpose/design brief. To keep a tracker to identify successes and areas of weakness throughout the process. To use information gathered throughout the process to improve and adapt work. To test products and record findings. LT	To prepare and use criteria to evaluate their own final product/performance or that of a peer. To use given criteria to evaluate the process or journey to arrive at final product/performance.	To generate success criteria to evaluate their steps in a process to arrive at a final product/performance. To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.
c) Making improvements		To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?		To identify where changes were made during the process which led to improvements.	

ENGLISH SKILLS

AOL

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

STEP 7

STEP 8

1) SPEAKING AND LISTENING

To use simple statements and questions, often linked to gestures.

To use vocabulary focused on objects and people that are of particular interest to them.

To experiment with language describing possession.

To use a widening range of vocabulary to express and elaborate on ideas.

To begin to use more complex sentences.

To use intonation, rhythm and phrasing to make meaning clear to others.

To use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others.

To extend vocabulary by grouping and naming.

To extend vocabulary, exploring the meanings and sounds of new words.

To speak clearly and audibly with confidence and awareness of the listener.

To use simple grammatical structures.

To express feelings and ideas when speaking about matters of immediate interest.

To talk in ways that are audible and intelligible to familiar others, with an increasing command of grammatically sound spoken Standard English, allowing for dialect.

To show some awareness of the listener by making changes to language and non-verbal features.

To recount experiences and imagine possibilities, often connecting ideas.

To vary talk in simple ways to gain and hold the attention of the listener.

To make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners.

To develop ideas and feelings through sustained speaking turns.

To organise talk to help the listener, with overall structure evident.

To adapt language and non-verbal features to suit content and audience.

To speak in extended turns to express straightforward ideas and feelings, with some relevant detail.

To structure talk in ways which support meaning and show attention to the listener.

To vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.

To express and explain relevant ideas and feelings, with some elaboration to make meaning explicit.

To shape talk in deliberate ways for clarity and effect to engage the listener.

To adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context.

To explore complex ideas and feelings in a range of ways, both succinct and extended.

To maintain generally controlled and effective organisation of talk to guide the listener.

To adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands.

a) Talking to others

		To initiate conversation, attend to and take account of what others say.						
	To listen to stories with increasing attention and recall.	To have confidence to speak to others about their own wants and interests.						
	To listen to others in 1:1 or small groups when conversations interest them.	To initiate conversation, attend to and take account of what others are saying.	To understand and engage with the speaker, demonstrating attentive listening.	To listen and respond to the speaker, making simple comments and suggestions.	To respond to the speaker's main ideas, developing them through generally relevant comments and suggestions.	To show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas.	To recognise significant details and implicit meanings, developing the speaker's ideas in different ways.	To engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings.
	To respond to simple instructions.	To sustain attentive listening, responding to what has been heard with relevant comments, questions or actions.	To engage with others through taking turns in pairs and small groups.	To make helpful contributions when speaking in turn, in pairs, and in small groups.	To attempt different roles and responsibilities in pairs or groups.	To take on straight forward roles and responsibilities in pairs and groups.	To sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions.	To adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.
b) Listen and respond to others	To question why things happen and give simple explanations.							
		To use vocabulary and forms of speech that are increasingly influenced by experiences of books.						
		To listen with enjoyment and respond to stories, songs, rhymes and poems and make up own stories, songs, rhymes and poems.						
		To interact with others, negotiating plans and activities and taking turns in conversation.						
	To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement.	To create imaginative play enacting simple characters and situations using everyday speech, gesture, or movement.	To extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.	To show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios.	To convey straightforward ideas about characters and deliberate choices of speech, gesture, and movement in different roles and scenarios.	To show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios.	To demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues.
c) Talking within role-play, improvisations, drama and negotiations.	To describe main story events, setting and characters.							

d) Talking about talk	To enjoy listening to and using spoken language and readily turn to it in their play and learning.	To notice simple differences in speakers' use of language and try out new words and ways of expressing meaning.	To show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.	To recognise and comment on different ways that meaning can be expressed in own and others' talk.	To show understanding of how and why language choices vary in their own and others' talk in different situations.	To explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations.	To analyse meaning and impact of spoken language variation, exploring significant details in own and others' language.
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2i) READING (Technical)

a) Phonological Awareness	To enjoy rhyming and rhythmic activities. To show awareness of rhyme and alliteration. To recognise rhyme in simple words.	To continue a rhyming string. To hear and say the initial sound in simple words. To hear and say sounds in words in the order in which they occur. To link sounds to letters, sounding the letters of the alphabet. To decode familiar and some unfamiliar words using blending as the prime approach.	To decode familiar and some unfamiliar polysyllabic words using blending as the prime approach. To use the knowledge of phonemes and graphemes for 40+ sounds to read words containing these. To read Year 1 common exception words fluently and note the unusual correspondence between spelling and sound. To read words with endings of -s, -es, -ing, -ed, -er, -est.	To decode unfamiliar words using appropriate strategies, e.g. phonological awareness, blending, picture cues, syntax etc. To read Year 2 common exception words on sight and automatically note the unusual correspondance between spelling and sound.	To use a range of strategies effectively to read with fluency and expression.
b) Word Awareness	To know that print carries meaning. To understand the concept of a word.	To read Foundation Stage common exception words.	To read common contraction words (I'll, we'll) knowing that the apostrophe represents letters. To read words with more than one syllable.	To read words with two or more syllables. To read words containing common suffixes - ure, - tion, - sion, - able, - ible, - ful, -ment.	

c) Sentence Awareness

To read simple sentences aloud.

To read compound sentences aloud.

To read aloud and take note of punctuation - pausing at a full stop - speech marks.
To read aloud fluently with expression and understanding.

2ii) READING (Comprehension)

To retell a simple event from familiar stories in their own words.

To know that information can be retrieved from books and computers.

To show an understanding of the elements of stories

To listen to and join in with stories and poems, 1:1 or in small groups.

and how information can be found in non-fiction texts to answer questions about, where, why, who and how.

To suggest how the story might end.

To know information can be relayed in the form of print.

To begin to describe characters feelings and explain their actions.

To identify their favourite character, page, picture, event from the story.

To recall straightforward information including; names of characters (who), main components (where and when).

To understand where to find information about characters or an event in the story.

To ask questions to develop understanding of text.

To begin to identify the key events and simple, most obvious points from different places in the text.

To begin to make references to the text when retelling some events and favourite parts.

To identify the key events and most obvious points from different places in the text.

To make reference and begin to include quotations from the text when commenting on the events, characters, information and ideas.

To clearly identify relevant points, including those selected from different places in the text.

To consistently support comments with quotation or reference to the text.

To clearly identify relevant points, including summary and synthesis of information from different sources and different places in the same text.

To consistently support main comments or argument with accurate quotation and reference to the text.

a) Understanding, describing, selecting or retrieving information.

<p>b) Deducing, inferring, predicting or interpreting information</p>	<p>To speculate how a story might end.</p>	<p>To infer who is speaking in a story.</p> <p>To make basic inferences about why events in the story have happened.</p> <p>To discuss the significance of the title.</p>	<p>To make a simple prediction about what might happen based on what has been read so far.</p> <p>To make simple, plausible inference about events and characters, based on a single word or phrase e.g. he was upset because it says 'he was crying'.</p> <p>To demonstrate a straightforward understanding of the text.</p>	<p>To begin to make accurate inferences about characters and events based on a single word or phrase.</p> <p>To deduce meaning at a literal level e.g. 'walking good' means 'walking carefully' or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text.</p>	<p>To make accurate inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points.</p>	<p>To develop an explanation of inferred meanings drawing on evidence across the text – understand a character's behaviour throughout a story e.g. 'you know her dad was lying because earlier she saw him take the letter.'</p> <p>To make inferences and deductions based on textual evidence e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions.</p>	<p>To securely base comments in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement.</p> <p>To consider wider implications or significance of information, events or ideas in the text and across other texts, e.g. tracing how details contribute to overall meaning.</p>
<p>c) Identifying and commenting on the structure and organisation of texts</p>	<p>To begin to be aware of the way stories are structured.</p> <p>To show interest in illustrations and print in books and in the environment.</p> <p>To hold books the correct way up and turn pages.</p> <p>To handle books carefully.</p>	<p>To retell narratives in the correct sequence, drawing on language patterns in stories.</p> <p>To know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>To identify simple text features and their purpose, e.g. font style, labels, titles.</p>	<p>To show awareness of the organisation of a text, e.g. beginning and ending of story, headings and illustrations.</p>	<p>To identify features of organisation at text level, with a brief comment related to a text, e.g. 'it tells about all the different things you can do at the zoo'</p>	<p>To begin to identify some structural choices identified with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'</p>	<p>To identify structural choices which show some general awareness of the writer's purpose, e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you'</p>	<p>To comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas.a.) To identify how structural choices support the writer's theme or purpose through detailed exploration, e.g. tracing how main ideas/characters develop over the text as a whole.</p>

d) Explaining and commenting on a writers' use of language

To discuss favourite words from a familiar story.	To identify obvious features of language, e.g. rhymes and refrains, significant words and phrases.	To recognise simple reoccurring literary language in stories and poems, e.g. once upon a time; first, next, last, the end	To identify a few basic features of writer's use of language e.g. 'there are lots of adjectives'.	To begin to comment on why the writer's choice language is effective, e.g. "disgraceful" is a good word to use to show he is upset'.	To comment on and show an awareness of the effect of writer's language choices, e.g. "inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.	To comment on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'.
	To discuss word meaning and begin to link new meanings to words they already know.	To comment on the author's effective language choices, e.g. 'slimy' is a good word there.	To discuss and clarify word meaning and link new meanings to words they already know.	To identify various features of writer's use of language, with some explanation, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense'.	To provide a detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text.	

e) Identifying and commenting on writers' purposes and viewpoints

<p>To make some simple comments about preferences, mostly linked to own experience.</p>	<p>To state likes or dislikes about the text and sometimes give reasons.</p> <p>To state what the text is trying to say: e.g. 'it tells you how to do something'.</p>	<p>To make comments which show some awareness of the writer's viewpoint, e.g. „it tells you how to do something", she thinks it"s not fair".</p>	<p>To express a personal response with a developing awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes'</p>	<p>To show awareness of the effect the purpose and viewpoint has on the reader, with explanation linked to the text.</p>	<p>To identify the effect on the reader, with explicit explanation as to how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle.</p>
			<p>To show awareness of the writer's viewpoint and make a simple comment on the effect this has on the reader, e.g.he only tells you good things about the farm and makes the shop sound boring".</p>	<p>To clearly identify a viewpoint in texts, with an explanation,rooted in the text, e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and mysterious.'</p>	<p>To clearly identify the viewpoint and explain how it is developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'</p>
			<p>To clearly identify the main purpose of a text, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'.</p>		<p>purpose with evidence located at word/ sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.</p>

f) Relate texts to their social, cultural and historical traditions

To identify a few basic features of a well-known story and information texts distinguished, e.g. what typically happens to good and bad characters.	To identify general features of a few text types, e.g. information books, stories, print media some awareness that books are set in different times and places	To identify some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters recognition of some features of the context of texts, e.g. historical setting, social or cultural background.	To identify features common to different texts or versions of the same text, with simple comment, e.g. characters, settings, presentational features.	To identify similarities and differences between texts, or versions, with explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports.	To explore textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. To partake in detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time.
		To recognise the features of the context of texts e.g. historical, social or cultural settings.	To make simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships.	To begin to explain how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written.	

3i) WRITING (Transcription)

a) Handwriting and presentation

To use one handed tools and equipment. To draw lines and circles using gross motor movements. To manipulate objects with increasing control. To develop a triangular grip on a pencil.	To begin to use anticlockwise movement and retrace vertical lines. To use a pencil and use it to form mostly recognisable letters, most of which are accurately formed. To master a triangular grip on a pencil.	To form and orientate most letters correctly. To put clear spaces between words. To show an awareness of upper and lower case. To use ICT equipment to type own name. To develop a cursive handwriting style.	To form and orientate all letters correctly, with ascenders and descenders distinguished. To generally use upper and lower case letters accurately. To master a cursive handwriting style.	To use a legible style, shows accurate and consistent letter formation, sometimes joined.	To use a legible style, shows accurate and consistent letter formation, consistently joined.
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b) Spell accurately

To use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Refer to Appendix 1 - 2014 British NC - progression for spelling - Years1-6

3ii) WRITING (Composition)

c) Organisation of text

<p>To use some formulaic phrases indicate start/end of text, e.g. once upon a time, one day, the end, events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered.</p>	<p>To basically sequence ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers, openings and/or closings sometimes signalled.</p>	<p>To attempt to organise ideas with related points placed next to each other, e.g. openings and closings usually signal some attempt to sequence ideas or material logically.</p>	<p>clustering related points or by time sequence.</p> <p>To organise ideas simply with a fitting opening and closing, (sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled.)</p>	<p>To structure the material clearly, with sentences organised into appropriate paragraphs.</p> <p>To develop the material effectively across text, e.g. closings refer back to openings.</p>	<p>material clearly and in a controlled and sequenced form, taking account of the reader's likely reaction, e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions.</p> <p>To use a range of features clearly to signal overall direction of the text for the reader, e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs.</p> <p>To use paragraphs to organise texts, e.g. main idea usually supported or elaborated by following sentences within paragraphs / sections, limited</p>
<p>To make simple connections between ideas, events, e.g. repeated nouns, pronouns relate to main ideas.</p>	<p>To organise ideas in sections grouped by content, some linking by simple pronouns.</p>	<p>To use some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials movement between paragraphs / sections sometimes abrupt or disjointed.</p>	<p>To use paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences within paragraphs / sections, limited range of connections between sentences, e.g. overuse of 'also' or pronouns some attempts to establish simple links between paragraphs /</p>	<p>To organise the overall direction of the text, with clear links between paragraphs.</p>	

d) Clarity of text

	<p>With support to use some variation in sentence openings, e.g. not always starting with name or pronoun.</p>	<p>To use simply structured sentences, with variation with support, e.g. some complex sentences and, but, so are the most common connectives,</p>	<p>To use sentences with some variety in length.</p> <p>To use some subordinating connectives, e.g. if, when, because throughout the text.</p>	<p>To use a variety of sentence lengths, structures and subjects provides clarity and emphasis.</p>	<p>To control use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.</p>
<p>To use simple phrases and clauses, some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and'.</p>	<p>To mainly use simple sentences with 'and' used to connect clauses.</p> <p>To generally consistently use past and present tense.</p>	<p>To occasionally use subordination.</p> <p>To use limited variation in use of tense and verb forms.</p>	<p>To use some variation in tense and verb forms, generally accurately.</p>	<p>To use a wider range of connectives to clarify relationship between ideas, e.g. although, on the other hand, meanwhile.</p> <p>To use sentence structure to build up detail or convey shades of meaning, e.g. variation in word order, expansions in verb phrases.</p>	<p>To confidently use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials ('Reluctantly, he...'), complex noun or prepositional phrases.</p>

e) Language Structure

				To write straightforward sentences accurately.		To use a full range of punctuation accurately to demarcate sentences, including speech punctuation.		To write using syntax and a full range of punctuation consistently accurately in a variety of sentence structures, with occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semi-colons, not always accurate.
		To write mostly grammatically accurate clauses.	To use correct sentence demarcation with capital letters and full stops accurately, 75%.	To consistently use correct sentence demarcation e.g. full stops, question, exclamation marks and capital letters accurately.	To generally write sentences demarcated accurately throughout the text, including question marks, speech marks to denote speech.	To use syntax and punctuation within the sentence generally accurately, including commas to mark clauses, though some errors occur where ambitious structures are attempted.		
To begin to show some awareness of use of full stops and capital letters, e.g. beginning/end of sentence.	To show some awareness of use of full stops and capital letters, e.g. beginning/end of sentence.		To sometimes use question and exclamation marks, and commas in lists accurately.	To sometimes use speech punctuation and commas (in lists) accurately.	To use commas in lists accurately and occasionally to mark clauses.			

f) Planning

				To compose and rehearse sentences orally, progressively building in a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2.)	To identify the audience for and the purpose of the writing.
				To organise paragraphs around a theme.	To note and develop initial ideas, drawing on reading and research where necessary.
		To say out loud what they are going to write about.		To note ideas using a graphic organiser.	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, record ideas on a graphic organiser when appropriate.
		To compose sentence orally before writing it.	To write down ideas and/or key vocabulary.	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	
		To sequence sentences to form short narratives.	To orally rehearse writing e.g. tell you writing to a partner.		

To re-read what has been written to check that it makes sense and propose changes to grammar/vocabulary to improve consistency.

To re-read what has been written to check that it makes sense and ensure consistent and correct use of tense throughout a piece of writing.

To re-read what has been written to check that it makes sense and that verbs to indicate time are used correctly and consistently.

To read aloud writing, to a group or a whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

To read aloud and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

To re-read what has been written to check that it makes sense.

To read writing aloud with appropriate intonation to make the meaning clear.

To assess the effectiveness of their own and others' writing and suggest improvements.

To proof read writing to check for errors in spelling, grammar and punctuation.

To proof read writing to check for errors in spelling, grammar and punctuation.

To read writing aloud clearly enough to be heard by peers and the teacher.

To begin to proof read writing to check for errors in spelling, grammar and punctuation.

To proof read writing to check for errors in spelling, grammar and punctuation.

g) Editing

4) EVALUATE

a) Critiquing the work of a professional.

To respond in different ways to what they saw/heard/felt/smelt and begin and begins to notice patterns.

To respond in different ways to what they saw/heard/felt/smelt.

To identify and begin to describe similarities, differences or patterns in a final product/performance.

To say how a piece of work makes them feel and give simple reasons.

To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria.

To generate criteria to assess a final product/performance.

To identify strengths, weakness giving reasons.

To compare final product/performance of more than 1 professional using clear criteria.

To evaluate the overall intended effect or purpose of a product or performance and explain how this could be improved.

To give reasons as to why particular features were used.

To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts.

b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer.	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To describe their final product/performance or the process and identify strengths and weakness/errors. To say whether it was different to expected.	To describe their final product/performance in relation to the context/purpose/design brief. To keep a tracker to identify successes and areas of weakness throughout the process. To use information gathered throughout the process to improve and adapt work.	To prepare and use criteria to evaluate their own final product/performance or that of a peer. To use given criteria to evaluate the process or journey to arrive at final product/performance.	To generate success criteria to evaluate their steps in a process to arrive at a final product/performance. To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.
c) Making improvements	To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To test products and record findings.	To identify where changes were made during the process which led to improvements.		

Key: C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

MUSIC SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) KNOW & UNDERSTAND								
a) Rhythm & Metre	To identify sounds in the environment.	To identify long and short sounds in a song.	To identify taught music notes (ta,titi, tah) by Kodaly name.	To identify the length of the notes (ta, titi, zah, tah-ah, tika-tika.	To identify taught music notes using musical terms (crotchet, minim etc).	To identify all notes and use them during the writing of their compositions (writing music on the stave).	To identify taught music notes and symbols using musical terms.	To extend their knowledge multiple through octaves.
b) Dynamics & Symbols	To understand loud and soft.	To play and/or sing loudly and softly.	To identify p and f as loud and soft.	To understand the meaning of dynamics p, f, mf.	To understand how to read a score with all score markings.	To identify taught music notes, rhythms and score markings (all symbols such as pause, repeat, da coda etc).	To understand how to read a score with all score markings.	
c) Form					To understand the difference between a verse and chorus.	To understand AB and ABA form (Binary and Tenary).	To understand AB, ABA, Rondo form, 1st & 2nd time endings, da coda, dal segno.	To identify form when listening to a piece of music. To identify all intervals and understand what makes up a major and minor chord.
d) Pitch			To identify if the pitch is higher or lower (four octaves).	To identify if the pitch is higher or lower (one octave).	To identify if the pitch is higher or lower (by step).	To identify the interval of an octave.	To identify 2nd, 3rd, 4th 5th intervals aurally.	
2) COMPOSE								
				To represent sounds with symbols and structure sounds to give it a beginning middle and end.	To improvise repeated patterns.	To use improvisation to develop ideas during composition.	To compose melodic and rhythmic material within given structures.	To improvise and compose in a variety of different genres and styles.
Creating	To make sounds with voice and instrument.	To make and change sounds with voice and instrument.	To create and change sounds to create a mood.	To recognise that musical elements can be used to create different moods and effects.	To combine several layers of sound with awareness of the combined effect.	To combine several layers of written music to create a mood or effect.	To use a variety of notations to achieve a short piece of music.	To use relevant notations to plan and develop musical ideas. To use devices such as melody, rhythm, chords and structures in interesting ways
3) PERFORM								
a) Singing	To join in with known songs.	To sing and chant known songs.	To use their voice in different ways such as speaking, singing and chanting.	To sing with a sense of shape of the melody (phrasing).	To sing in tune with expression.	To perform by ear and from simple notations (short verse or chorus).	To perform significant parts from memory and from simple notations (whole song).	To select and make expressive use of tempo, dynamics, phrasing and timbre when performing.

b) Rhythm	To move to music.	To keep a steady beat.	To repeat short rhythmic and melodic patterns (4 beats) individually.	Perform simple patterns keeping to a steady pulse and accompaniments (whole short song).	To perform rhythmically simple parts that use a limited range of notes .	Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. To perform music expressively and articulate the emotions involved within a piece of music. PSE	To explain their role in a performance (leading, solo etc).	To make subtle adjustments to fit their own part within a group performance.
c) Expressive elements	To copy actions to songs.	To copy actions to songs with increasing awareness of audience.	To perform with an awareness of others. PSE	To perform with an awareness of others with more than one part. PSE	To Perform music expressively. PSE	To improvise over given music when playing within a group. PSE	To perform a solo or group part with confidence without making any significant errors. PSE	

4) EVALUATE

a) Critiquing the work of a professional	To respond in different ways to what they saw/heard/felt. C. PSE	To respond in different ways to what they saw/heard/felt/ and begin to notice patterns. PSE. C.	To identify and begin to describe similarities, differences or patterns in a final performance.	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria (e.g. explain how sounds are organised). C. LT	To recognise how the different musical elements are combined and used expressively. C T PSE	To evaluate the overall intended effect or purpose of a performance and explain how this could be improved.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C. LT	
b) Self and peer evaluating	To express feelings about the final performance of an expert. C. LT	To say what they liked best or least about a final product or performance. C. LT	To say how a piece of work makes them feel and give simple reasons. C. PSE. LT	To describe their final performance or the process and identify strengths and weakness/errors.	To keep a tracker to identify successes and areas of weakness throughout the process.	To give reasons as to why particular techniques were used. C. LT	To analyse and compare musical features. T	
c) Making improvements	To talk about what went well and what we learned when it did not.	To look closely at their final performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their performance with some teacher support and give simple reasons.	To say whether it was different to expected.	To compare improved work with initial work and/or plan and express preference. To ask where and how do I get help?	To prepare and use criteria to evaluate their own final performance or that of a peer.	To generate success criteria to evaluate their steps in a process to arrive at a final performance. To question which parts of the process could be improved to have maximum impact on final performance and suggest improvements.	

Key: C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

PSHE SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
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				PSHE Skills				
						To identify positive ways to face new challenges. T.		
						They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. PSE	To reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.	
					To demonstrate that they recognise their own worth and that of others. PSE	They can talk about a range of jobs, and explain how they will develop skills to work in the future. T. PSE	To demonstrate respect for differences between people. PSE	
		To try new activities, and say why they like some activities more than others. To take account of one another's ideas about how to organise an activity. C	To identify and name some feelings and express some of their positive qualities. PSE	To demonstrate that they can manage some feelings in a positive and effective way. PSE They can express their views confidently. C	They can express their views confidently and listen to and show respect for the views of others. C PSE	They can demonstrate how to look after and save money.	They can recognise some strong emotions and identify ways of managing these emotions positively. PSE	
a) Developing confidence and responsibility and taking the most of their abilities	To try new activities C							

b) Developing a healthy, safer lifestyle

<p>To know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. PSE</p>	<p>To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. PSE</p>	<p>To understand and make, healthy choices in relation to healthy eating and exercise.</p>	<p>To dress and undress independently, successfully managing fastening buttons or laces. C.</p>	<p>To explain ways of keeping clean. To be able to name the main parts of the body. To understand the need to be safe and how to keep keep in a variety of situations. C.</p>	<p>To be able to explain that people grow from young to old. C.</p>	<p>To make simple choices about some aspects of their health and well-being and know what keeps them healthy. C.</p>	<p>To talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations</p>	<p>about how to develop healthy lifestyles. PSE</p>	<p>To identify some factors that affect emotional health and well-being. TS PSE</p>	<p>To make judgements and decisions and list some ways of resisting negative peer pressure around health and well-being. PSE</p>	<p>To list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>	<p>To identify and explain how to manage the risks in different familiar situations. TS</p>	<p>stay physically and mentally healthy. C PSE</p>	<p>To make informed choices to maintain their health and well-being, and can explain reasons for these choices. TS PSE</p>	<p>To assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. TS</p>	<p>To state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. PSE</p>	<p>To demonstrate effective ways of resisting negative pressure, including from their peers. TS</p>
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c) Developing good relationships and respecting the differences between people

To be aware of own feelings, and know that some actions and words can hurt others' feelings. PSE
 To begin to be able to negotiate and solve problems without aggression. To know that other children don't always enjoy the same things, and are sensitive to this.
 To know about similarities and differences between themselves and others, and among families, communities and traditions.

To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
 To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. C
 To understand someone else's point of view can be different from theirs. C

To explain different ways that family and friends should care for one another.
 To begin to solve friendship issues independently. C

To recognise that bullying is wrong and can list some ways to get help in dealing with it. PSE

To recognise the effect of their behaviour on other people and can cooperate with others. TS. PSE

To identify and respect differences and similarities between people. T.

To explain how their actions have consequences for themselves and others. C. T

To describe the nature and consequences of bullying, and can express ways of responding to it. T. C

To identify different types of relationship. T

To develop ways to maintain good relationships. PSE. C

To respond to, or challenge, negative behaviours such as stereotyping and aggression. PSE

To describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves. PSE.

To recognise difference and and demonstrate understanding and empathy towards others who live their lives in different ways. T. PSE

To assertively challenge prejudice and discrimination. C. PSE

To recognise and discuss the importance of relationships including marriage, parenthood and family life. PSE. C

To discuss ways that relationships change over time, and how to negotiate within relationships. C

f) Skills of participation and responsible action

<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. PSE. C</p>	<p>To play co-operatively, taking turns with others. C. PSE</p>	<p>To know when and how to stand up for themselves appropriately. PSE.</p>	<p>To make real choices and know how to ask for help. PSE. T To listen to each other's suggestions and plan how to achieve an outcome without adult help. T</p>	<p>To take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility. PSE</p>	<p>To take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices. C</p> <p>To meet and talk with different adults from the community, for example nurse, police officer, councillor. C</p> <p>To begin to recognise that their actions affect themselves and others around them. T</p>	<p>To take part in group and decision-making activities. T</p> <p>To reflect on their participation in citizenship activities. T</p>	<p>To negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation.</p> <p>To communicate their findings and experiences with others and make suggestions for improvements or changes. C</p>
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SCIENCE SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) WORKING SCIENTIFICALLY								
a) Observation	To notice detailed features of objects in their environment.	To make simple observations. LT	To observe closely using simple equipment. LT To make predictions based on experiences.	To observe closely using more sophisticated equipment. LT	To make systematic and careful observations.	To use previous scientific knowledge to make predictions. T		
b) Questioning	To display curiosity about why things happen and how things work. C		To be able to ask simple questions and recognise that they can be answered in different ways. C	To use their observations and ideas to suggest answers to questions. C	To ask relevant investigative questions. C To use different types of scientific enquiries to answer relevant questions.	To use previous scientific knowledge to assist in asking questions. T	To use results to raise further questions. T	To use different types of scientific enquiries to answer relevant questions.
c) Investigating		To be exposed to, and to participate in, a range of experiments.	To perform simple investigations or practical enquiries.	To set up simple investigations or practical enquiries, recognising the need for fair testing.	To set up a range of practical enquiries including fair tests. To gather and record in a variety of ways to help in answering questions. LT	To use previous scientific knowledge to set up a range of enquiries.	To recognise and control variables where necessary.	To set up a range of practical enquiries including fair tests.
d) Using and recording data			To use a variety of informal methods to record data and findings.	To use both informal and formal methods to gather and record data. LT	To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs with support.	To record data by drawing graphs with appropriate scales on the x-axis, including up to two decimal places where appropriate.	
e) Measuring			To measure using non-standard units.	To use simple equipment for measuring using standard units. C LT	To, where appropriate, take precise measurements using standard units.	To take measurements, using a range of scientific equipment. LT To take measurements, with increasing precision, taking repeat readings when appropriate. LT	To take precise measurements, using a range of scientific equipment. LT	
f) Evaluating					To use results of enquiries to answer questions or to support findings.	To use previous scientific knowledge combined with results to make conclusions.	To use results to draw simple conclusions.	

g) Reporting and presenting	To talk about some of the things they have observed. C	To discuss results.	To present results and informally discuss.	To present results in a variety of ways to help in answering questions. C/LT	To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. LT/C	To present evaluated experiments in oral and written forms such as displays and other presentation. LT/C/T
				To compare and group objects based on a variety of features.	To describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences.	To use standard systems to classify a range of objects and living things.
h) Grouping and classifying	To recognise similarities and differences.	To group objects in a variety of ways.	To explore basic classification keys.	To classify in a variety of ways to help in answering questions. To understand that scientific knowledge helps people to understand the effect of their actions.		
				To recognise that scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.	To recognise that scientific understandings, discoveries and inventions are used to solve problems that directly affect people's lives.	
i) Science in Our World			To understand that Science involves asking questions about and describing changes in, objects and events.			
	To know that the environment and living things are influenced by human activity	To explore how people use science in their daily lives, including when caring for their environment and living things.	To learn about the life of a famous scientist and the impact their work has on the world.	To learn about the life of a famous scientist and the impact their work has on the world.	To understand how scientific knowledge is used to inform personal and community decisions.	To recognise that important contributions to the advancement of science have been made by people from a range of cultures.

2) EVALUATE

a) Self and peer evaluating				To describe their final product/performance in relation to the context/purpose/design brief.	To prepare and use criteria to evaluate their own final product/performance or that of a peer.	
	To express feelings and or preferences about their own work or that of a peer. C	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To describe their final product/performance or the process and identify strengths and weakness/errors. To say whether it was different to expected.	To keep a tracker to identify successes and areas of weakness throughout the process.	To use given criteria to evaluate the process or journey to arrive at final product/performance.

c) Making improvements

To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. To ask where and how to get help.	To use information gathered throughout the process to improve and adapt work. To test products and record findings. LT	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.
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VISUAL ARTS SKILLS

AOL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
1) KNOW & UNDERSTAND								
Explore and develop competences	To recognise and describe basic visual elements such as colour, pattern, line, texture, form.	To recognise, describe and replicate basic visual elements using simple techniques	To use visual elements such as colour, pattern, line, texture, form, tone and talk about what they think and feel about their work.	To recognise the use of visual elements (see previous) in the work made by other artists, designers and crafts people.	To comment on how the visual elements have been used by other artists, designers and crafts people to express ideas and purposes in their art work.	To be able to compare, contrast and comment on how the visual elements have been used by artists, designers and generate some ideas and methods that could be applied to their personal work.	To be able to discuss and apply methods and approaches (used by student or other artists) manipulating visual elements that can be matched to ideas and relate to context and purpose.	To select (combine) materials, processes, visual and tactile elements including (colour, pattern, texture, line, tone, shape and form) appropriate to their ideas and intentions.
2) EXPLORE & DEVELOP IDEAS								
a) Mark making skills through formal elements (line, colour, shape, form, pattern, texture, tone)	To experiment with a variety of mark making.	To experiment with basic mark making skills (mainly drawing and painting) to explore the basic formal elements (lines, dots, shapes, colour)	To explore the major formal elements of art (line, shape, texture, pattern, colour, tone) through a variety of mark making techniques.	To explore ideas and mark making skills using the formal elements (line, shape, etc.) as graphic representation or symbol. Eg. the same shape can have different meanings according to the context.	To explore more than one idea/method using different techniques and to explore a range of mark making skills (lines, dots, shapes) showing some emerging meaning or purpose.	To use a variety of approaches and techniques while mark making. Explore and experiment with ideas, information and resources to develop their ability to communicate their intentions.	To take some creative risks when exploring and experimenting with the appropriate formal elements and mark making techniques developing a range of ideas and skills matching their intentions.	To accept creative risks, when exploring and experimenting with the appropriate formal elements and mark making techniques. To generate a range of ideas and skills independently and inventively.
b) Analysing art work	To be able to observe similarities and differences looking at different pieces of art work.	To be able to ask and answer questions about similarities and differences of famous artists' art work.	To be able to ask and answer questions about famous artists' work that inform the starting points for their own practical work.	To be able to communicate ideas and meanings about their work and other artists' work. (verbally and visually)	To collect information about famous artists' work (context and context) in order to make informed choices about their work.	To collect relevant information (content and context) and resources to help develop ideas and starting points for their own art work.	To select relevant information (content and context) and resources to help develop suitable ideas and techniques for their own art work.	To use their critical understanding to select and advance their own methods and ideas based on the prior knowledge of the famous artists' work and techniques.
3) INVESTIGATE & MAKE								
a) Techniques and Materials	To identify simple art techniques and processes.	To use different techniques and materials (including combinations such as mixed media).	To experiment with a variety of materials and processes to communicate ideas and feelings.	To investigate the nature of different materials, techniques and processes showing some understanding of composition.	To develop some of their practical skills using the qualities of the materials (visual and tactile qualities), processes for different purposes.	To investigate and develop a range of practical skills using the qualities of the materials and processes to suit their intentions and ideas.	To use technical knowledge and composition to manipulate materials and processes appropriate to their intentions and ideas. To produce artefacts /designs with an emerging sense of personal style (still considering the purpose)	To apply their technical knowledge and skills to manipulate effectively materials and processes appropriate to their intention and purpose. To show a more refined control of the technique and materials while producing personal artefact/design.
b) Producing and developing artwork/artefacts	To create an art piece using simple drawing and painting techniques.	To create an art piece using a variety of techniques.	To select the appropriate techniques in order to design/make images and artefacts.	To demonstrate some control over making images or artefacts.	To realise/communicate ideas with more success through making	To make artefacts and designs that suits the purpose and student intentions.		

4) EVALUATE

	To respond in different ways to what they saw/heard/felt/smelt.	To respond in different ways to what they saw/heard/felt/smelt patterns.	To identify and begin to describe similarities, differences or patterns looking at art pieces.	To describe and start to give reasons for similarities, differences, patterns while analysing art pieces.	To generate criteria to assess a final product/art work.	To analyse the overall intended effect or purpose of an art piece and suggest how this could be improved/modified.		To analyse and evaluate other artists's work using a shared success criteria. To justify their final evaluation using informed arguments. (Facts from the Art History)
a) Critical Understanding	To express feelings about the final art piece of an artist. C. LT	To communicate what they liked best or least about a final product or performance. C. LT	To communicate how a piece of work makes them feel and give simple reasons. C PSE LT	To identify focus features using shared criteria. C LT	To compare final product of more than 1 artist using clear criteria. C. LT.	To give reasons as to why particular features were used. C LT	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. C LT	
		To look closely at their final product with another student or teacher and say what they like and/or don't like about it.	To describe their final product or the process and identify strengths and weakness.	To identify strengths and weakness in their final product with some teacher support and give simple reasons.	To identify strengths and weakness in their final product in relation to the context/purpose/design brief.	To prepare and use criteria to evaluate their own final product/performance or that of a peer.		To use the self generated success criteria to evaluate the strenghts and weaknesses of the creative process to make positive adjustments to the final product.
b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. C			To explain whether it was different to expected.	To identify and suggest ways forward throughout the process.	To use given criteria to evaluate the process or journey to arrive at final outcome.	To generate success critera to evaluate their steps in the process of completing the final product/outcome.	
		To explore different techniques to make art and identify differences. To use simple words to describe what they have done and how . C	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To use information gathered throughout the process to improve and adapt work.	To discuss and consider ways to adapt and refine their work.	To analyse and evaluate their work.	
c) Analytical understanding and making improvements	To try simple ways/techniques to explore an idea. Use simple words to describe the action and final result.				To evaluate the final outcome identifying WWW and EBI independently. LT	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product and suggest improvements.	To adapt and refine the work reflecting on purpose, meaning and how it may be developed further