



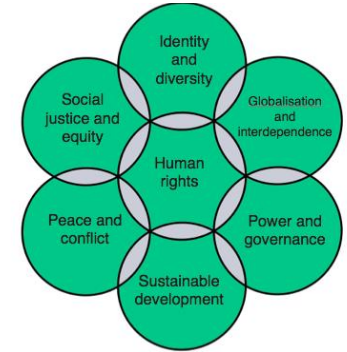
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# Curriculum Map

The key elements for developing active and responsible global citizenship are identified below as:

- **knowledge and understanding**
- **skills**
- **attitudes**

The following pages show progression of each of these key elements across the school.



Knowledge and understanding	Skills	Attitudes
Social justice and equity	Critical and creative thinking	Sense of identity
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

# Skills Map for Diversity, Community & Global Learning

## Knowledge and Understanding

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Social Justice and equity	<ul style="list-style-type: none"> <li>what is fair and unfair</li> <li>importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>what fairness means examples of what it can mean to be rich or poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>how fairness may not always mean equal treatment</li> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> </ul>	<ul style="list-style-type: none"> <li>ways of defining and measuring poverty (relative and absolute) and inequality</li> <li>inequalities within and between societies and how these change wider causes and effects of poverty, inequality and exclusion</li> </ul>
Identity and diversity	<ul style="list-style-type: none"> <li>uniqueness and value of every person</li> <li>similarities and differences between self and others</li> </ul>	<ul style="list-style-type: none"> <li>similarities and differences between peoples in local setting and also in wider contexts</li> <li>what contributes to self-identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience                             <ul style="list-style-type: none"> <li>contributions of different cultures to our lives</li> </ul> </li> <li>nature of prejudice, racism and sexism and ways to combat these</li> </ul>	<ul style="list-style-type: none"> <li>benefits and challenges of diversity</li> <li>impacts of stereotyping, prejudice and discrimination and how to challenge these</li> <li>importance of language, beliefs and values in cultural identities</li> </ul>
Globalisation and inter-dependence	<ul style="list-style-type: none"> <li>immediate and local environment</li> <li>simple links with other places (e.g. through food)</li> </ul>	<ul style="list-style-type: none"> <li>similarities and differences between places in various parts of the world, including own setting</li> <li>links between local community and wider world</li> </ul>	<ul style="list-style-type: none"> <li>global connections between peoples and countries (e.g. through trade and communications)</li> <li>how local actions affect the wider world</li> </ul>	<ul style="list-style-type: none"> <li>connections and interdependencies between global and local issues</li> <li>changing global forces and effects on people's lives</li> <li>impacts of decisions made at local, national or global levels on people and the environment across national boundaries</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Knowledge and Understanding

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Sustainable development	<ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of immediate environment</li> <li>• possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• people's dependencies on the environment</li> <li>• basics of climate change (causes and effects)</li> <li>• environmentally-responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>• differing views about development and quality of life and their measurement</li> <li>• UN Sustainable Development Goals and progress against them</li> <li>• importance of biodiversity wider causes and implications of climate change</li> </ul>
Peace and conflict	<ul style="list-style-type: none"> <li>• how own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• causes of disagreement and conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• some causes and effects of conflict at all levels from personal to global                             <ul style="list-style-type: none"> <li>• strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> </ul> </li> <li>• examples of conflicts past and present in own society and others</li> </ul>	<ul style="list-style-type: none"> <li>• wider causes and effects of conflict at all levels</li> <li>• importance of resolving conflict fairly</li> <li>• role of non-violent protest in social and political change</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Knowledge and Understanding

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Human rights	<ul style="list-style-type: none"> <li>• basic needs for human life</li> </ul>	<ul style="list-style-type: none"> <li>• rights in class and school</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>• UN Convention on the Rights of the Child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights                             <ul style="list-style-type: none"> <li>• importance of citizens, societies and governments respecting and defending people's human rights</li> </ul> </li> <li>• current and historical human rights issues and movements in own country and elsewhere</li> </ul>
Power and governance	<ul style="list-style-type: none"> <li>• rules in class and school</li> <li>• how rules can help us</li> </ul>	<ul style="list-style-type: none"> <li>• how to take part in making and changing rules in own class / school</li> <li>• uneven sharing of power and how some people are excluded from decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>• basics of how own country and region is governed</li> </ul>	<ul style="list-style-type: none"> <li>• basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries</li> <li>• how a lack of power and representation can result in discrimination and exclusion</li> <li>• the power of collective action and role of social movements and</li> </ul>

# Skills Map for Diversity, Community & Global Learning

Skills				
	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Critical and creative thinking	<ul style="list-style-type: none"> <li>ask questions</li> <li>suggest a way to solve a problem</li> <li>wonder about ideas</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>consider merits of different viewpoints</li> <li>use different approaches to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>begin to identify bias and opinion</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>evaluate media and other sources for bias, stereotypes and range of voices and a perspectives</li> <li>analyse own and others' assumptions about people and issues</li> <li>keep mind open to new ideas</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>show sensitivity to people's feelings and needs</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of, and concern for, people's feelings</li> <li>show interest in, and concern for, others outside immediate circle and in contexts different to own</li> </ul>	<ul style="list-style-type: none"> <li>adapt behaviour to take into account feelings of others</li> <li>empathise with people in local and more distant contexts</li> <li>understand impacts of prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>discern how people are feeling through their words, body language, gestures and tone</li> <li>recognise how different backgrounds, beliefs and personalities affect behaviour and world views</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Skills

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Self-awareness and reflection	<ul style="list-style-type: none"> <li>• recognise, name and deal with feelings in a positive way</li> <li>• notice some effects of own actions on others</li> <li>• identify how people are feeling (e.g. happy, sad, worried)</li> </ul>	<ul style="list-style-type: none"> <li>• recognise effects of own behaviour on others and use this to help make choices</li> <li>• identify matters that are important to self and others</li> <li>• learn from mistakes and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>• identify connections between personal decisions and issues affecting people locally and globally</li> <li>• explore reasons for negative feelings towards others and in new or difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• recognise personal strengths and weaknesses</li> <li>• evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• listen to others</li> <li>• take turns to express a view</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions about issues that affect self, others and the wider world</li> <li>• state opinions and start to give reasons for these</li> <li>• listen carefully to others</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively, question and respond to others</li> <li>• express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>• give reasons, evidence and examples in support of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• communicate effectively through a range of media about issues to suit subject, audience and purpose</li> <li>• use active listening skills</li> <li>• adapt behaviour to new cultural environments</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Skills

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Co-operation and conflict resolution	<ul style="list-style-type: none"> <li>• participate in group activities</li> <li>• take turns and share</li> <li>• manage disputes peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• play and work cooperatively</li> <li>• help to ensure that everyone in own group is included</li> <li>• begin to show tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>• work cooperatively to solve problems or achieve goals</li> <li>• use strategies to manage anger, frustration and aggressive feelings</li> <li>• use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• take on different roles in group work</li> <li>• employ effective strategies for repairing damaged relationships</li> </ul>
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> <li>• ask for help if unsure what to do</li> </ul>	<ul style="list-style-type: none"> <li>• describe feelings about changes in own life and locality</li> </ul>	<ul style="list-style-type: none"> <li>• describe feelings about changes and events in own setting and the wider world</li> <li>• use strategies to cope with challenging times</li> <li>• recognise when there may be no single right or wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>• adapt to new situations and explore new ways of seeing local and global issues</li> <li>• explore multiple perspectives and alternative visions of the future</li> </ul>



# Skills Map for Diversity, Community & Global Learning

## Skills

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Informed and reflective action	<ul style="list-style-type: none"><li>• support others in group or class</li></ul>	<ul style="list-style-type: none"><li>• contribute actively and constructively to the life of own class and school</li><li>• take action when something is unfair</li></ul>	<ul style="list-style-type: none"><li>• participate in decision making in school</li><li>• contribute to the well-being of the wider community</li><li>• share opinions and evidence on issues with others including decision-makers and elected representatives</li></ul>	<ul style="list-style-type: none"><li>• identify and plan appropriate action(s) and opportunities to make own voice heard<ul style="list-style-type: none"><li>• challenge viewpoints which perpetuate inequality and injustice</li></ul></li><li>• reflect on learning from taking action</li></ul>

# Skills Map for Diversity, Community & Global Learning

## Attitudes

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Sense of identity and self-esteem	<ul style="list-style-type: none"> <li>• awareness of self and own uniqueness</li> <li>• sense of self-worth and worth of others</li> </ul>	<ul style="list-style-type: none"> <li>• sense of belonging and valuing of relationships with others</li> <li>• awareness of, and pride in, own individuality</li> </ul>	<ul style="list-style-type: none"> <li>• positivity about the ways in which one is both similar to others and uniquely different                             <ul style="list-style-type: none"> <li>• value what contributes to own identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• valuing of own and others' individuality</li> <li>• openness to new ideas and perspectives which challenge own</li> </ul>
Commitment to social justice and equity	<ul style="list-style-type: none"> <li>• sense of fair play</li> <li>• willingness to take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to stand up and speak up for others</li> <li>• fairness in dealings with others</li> </ul>	<ul style="list-style-type: none"> <li>• offence at unfair treatment of others locally and globally</li> <li>• sense of justice</li> <li>• growing interest in world events and global issues</li> </ul>	<ul style="list-style-type: none"> <li>• active concern at injustice, exploitation and denial of human rights</li> <li>• willingness to take action against injustice and inequity</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Attitudes

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Respect for people and human rights	<ul style="list-style-type: none"> <li>starting to think of others</li> </ul>	<ul style="list-style-type: none"> <li>respect for other people's feelings and ideas</li> <li>respect for the rights of others</li> <li>belief that everyone has equal rights</li> </ul>	<ul style="list-style-type: none"> <li>readiness to think through consequences of words, actions and choices on others</li> <li>belief that it is everyone's responsibility to challenge prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>sense of solidarity with those suffering human rights violations, injustice and discrimination</li> <li>commitment to hold duty-bearers to account for upholding equal rights for all</li> </ul>
Value diversity	<ul style="list-style-type: none"> <li>positive attitude towards difference and diversity</li> <li>willingness to listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>valuing others as equal and different</li> <li>willingness to listen respectfully to the ideas and views of others even when one disagrees</li> <li>willingness to learn from the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>valuing difference</li> <li>recognising the benefits of listening to a range of different perspectives and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>respect for the rights of all to have a point of view</li> <li>willingness to challenge prejudiced and discriminatory views</li> <li>recognition of diverse perspectives on any issue, and that the majority view is not always right</li> </ul>

# Skills Map for Diversity, Community & Global Learning

## Attitudes

	Foundation Stage	Key stage one	Lower key stage two	Upper key stage two
Concern for the environment and commitment to sustainable development	<ul style="list-style-type: none"> <li>• appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value resources</li> </ul>	<ul style="list-style-type: none"> <li>• concern about the local environment and willingness to care for it</li> <li>• taking care of resources and not wasting them</li> </ul>	<ul style="list-style-type: none"> <li>• sense of responsibility for the environment and the use of resources</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of interdependence between people and planet</li> <li>• concern about the effects of lifestyles and consumer choices on people and the planet</li> </ul>
Commitment to participation and inclusion	<ul style="list-style-type: none"> <li>• willingness to play fairly and inclusively with others</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to participate in activities both inside and outside of the classroom</li> <li>• belief that that everyone should be included and able to participate</li> </ul>	<ul style="list-style-type: none"> <li>• active participation in school-based decision making</li> <li>• proactive inclusion of other people, especially those who may face barriers to participating fully</li> </ul>	<ul style="list-style-type: none"> <li>• supporting and encouraging others to participate</li> <li>• willingness to reach agreement through compromise</li> </ul>

## Attitudes

### Foundation Stage

- belief that everyone can do things to improve surroundings and support others

### Key stage one

- belief that people can make a difference, both on their own and when they work together

### Lower key stage two

- belief that individuals and groups can improve situations
  - willingness to cooperate with others to change things for the better

### Upper key stage two

- willingness to take an informed stand on global issues
  - belief that people can often make a greater difference when they take action collectively

Belief that people can bring around change

# Enquiry



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# Skills Map for Enquiry

## Geography

### Early Years

- Can they make observations about their local environment?
- Can they talk about the features of their immediate environment?

### Year 1

- Can they explain where they live and describe some of the physical features?
- Can identify what they like and don't like about their locality and give reasons why?
- Can they answer some questions using different geographical resources?

### Year 2

- Can they label a diagram or photograph using some geographical vocabulary?
- Can they describe a locality?
- Can they identify key features of a locality by using a map?

### Year 3

- Can they select geographical vocabulary independently to describe and compare localities?
- Can they identify that localities may have similar and different characteristics?
- Can they use and compare two maps explaining the purpose of each?

### Greater Depth

- Can they explain the impact that human activity has on the local environment?
- Can they describe some actions which people in their own community do that help maintain the area they live in?

### Greater Depth

- Can they ask relevant geographical questions using a range of sources provided?
- Can they show empathy towards a geographical event or issue and explain the impact on people or place?

### Greater Depth

- Can they use a range of geographical evidence to make predictions?
- Can they make comparisons between people and places and explain their reasons?

### Greater Depth

- Can they make geographical inferences through a variety of geographical sources?
- Can they make links using prior knowledge and ask and answer geographical questions?

## Geography

### Year 4

- Can they explain how a locality has changed over time with reference to physical features and human features?
- Can they suggest different ways that a locality could be changed and improved?
- Can they identify different views around a geographical issue and state their own view?
- Can they research and collect information about people and places and present it? *e.g. a report, a poster, a brochure*

### Year 5

- Can they identify the links between human and physical geography?
- Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features?
- Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others?
- Can they pose a geographical hypothesis using various sources to draw a conclusion?

### Year 6

- Can they explain the links between human and physical geographical processes and how these may affect the future?
- Can they explain a range of geographical processes and the effects on people and places?
- Can they make careful measurements (eg: *rainfall, population, temperature, sea level*) and input them into the appropriate form (eg: *table, tally, graph*)
- Can they present their research through self-selected representations? *E.g reports, leaflets, drama, art, multimedia.*

### Greater Depth

- Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source?
- Can they identify geographical patterns and make connections?

### Greater Depth

- Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?
- Can they evaluate geographical

### Greater Depth

- Can they collect statistics about people and places from field work or research and analyse data looking for trends?
- Can they interpret other people's arguments for change, analysing



## Geographical Sources of Evidence

- Photographs including aerial photographs
- Atlases and globes
- Maps eg: historical maps, thematic maps, ordnance maps, navigational maps
- Google Maps and Google Earth
- Infographics
- Gazetteers (Geographical dictionary which contains information about locations and statistics)
- Audio recordings
- Video recordings
- Films
- Published books, newspapers and magazine clippings
- Letters
- Visitors and interviews
- Field work objects eg: weather vane, barometer

## Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts eg: clothing, costumes and objects relevant to the time period
- Research data eg: census and public opinion polls

## History

### Early Years

### Year 1

### Year 2

### Year 3

- |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Can they talk about past and present events in their own lives and in the lives of their family?</li> <li>Can they order and sequence familiar events using visual prompts?</li> </ul> | <ul style="list-style-type: none"> <li>Can they put pictures, artefacts or events in chronological order?</li> <li>Can they use words and phrases such as old, new, a long time ago, before and after to describe the past?</li> <li>Can they use stories as a source for asking and answering questions about the past?</li> </ul> | <ul style="list-style-type: none"> <li>Can they identify some ways that people from the past have impacted upon our lives?</li> <li>Can they explain how the local area was different in the past?</li> <li>Can they recognise that certain celebrations are as a direct result of an event that occurred in the past?</li> <li>Can they use appropriate words and phrases to describe historical events?</li> </ul> | <ul style="list-style-type: none"> <li>Can they pose and respond to questions about a person or event from the past using different sources?</li> <li>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>Can they describe events and periods from history using appropriate subject vocabulary?</li> </ul> |
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### Greater Depth

### Greater Depth

### Greater Depth

### Greater Depth

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| <ul style="list-style-type: none"> <li>Can they recognise differences between past and present events in their own lives and give reasons why people's lives were different in the past?</li> <li>Can they ask questions about past events or the lives of people in their family?</li> </ul> | <ul style="list-style-type: none"> <li>Can they ask <i>relevant</i> questions using a range of historical sources provided?</li> <li>Can they state appropriate reasons why an event occurred in the past and its impact on their lives?</li> </ul> | <ul style="list-style-type: none"> <li>Can they explain and summarise significant events of people and the past?</li> <li>Can they present a viewpoint and give reasons why an event occurred?</li> </ul> | <ul style="list-style-type: none"> <li>Can they reflect and explain how events from the past have shaped their lives today?</li> <li>Can they form reasoned arguments for why events from the past are interpreted in different ways?</li> </ul> |
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## History

### Year 4

- Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form?
- Can they give reasons to support different points of view of a historical event and make comparisons between them?
- Can they explain how events from the past have helped shape our lives including a range of evidence from different sources?

### Year 5

- Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion?
- Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same?
- Can they explain how historical sources such as artefacts have helped us understand more about people's lives in the present and past?
- Can they present a balanced view of interpretations of the past, using different points of view?

### Year 6

- Can they suggest why there may be different interpretations of events?
- Can they suggest why certain historical events, people and changes might have impacted more significantly than others?
- Can they pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions?

### Greater Depth

- Can they give reasons for trends and changes by analysing a range of evidence/sources?
- Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?

### Greater Depth

- Can they make connections and comparisons between the past and present through explaining and justifying their reasons?
- Can they adapt their ideas and viewpoints as new historical information arises?

### Greater Depth

- Can they create their own hypothesis about the past, formulating their own theories about reasons for change?
- Can they use a range of concepts and ideas to compare and critically analyse events from the past?

A graphic featuring a green world map with a network of white lines connecting various icons. The icons include a dollar sign, YouTube logo, Facebook 'f', a camera, a speaker, a smartphone, an Apple logo, a play button, a film strip, a gear, and a magnifying glass. The left side of the image is a solid green curved shape.

# STEAM



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# Skills Map for STEAM

## Early Years - Working Scientifically

### Observing closely

Through provision, focus groups and with adult support, can children...

- Discuss what they can see, touch, smell, hear or taste?
- Use simple equipment to help them make observations?

### Performing Tests

Through provision, focus groups and with adult support, can children...

- Can they perform a simple test?
- Can they describe/ explain what they have done?

### Identifying and Classifying

Through provision, focus groups and with adult support, can children...

- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they give a simple reason for their answer?
- Can they explain what they have found out?

### Recording findings

Through provision, focus groups and with adult support, can children...

- Can they show their work using pictures, labels and captions?
- Can they record their findings using standard units?
- Can they record some information in a chart or table, or using ICT?

## Early Years Greater Depth

- Can they find out by watching, listening, tasting, smelling and touching?

- Can they give reasons for their answers?

- Can they discuss similarities and differences?
- Can they explain what they have found out using scientific vocabulary?

- Can they compare measurements?

# Skills Map for STEAM

## Year 1 – Plants and Animals, including Humans

### Plants

- Can they describe and name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
- Can they identify and name a range of common plants and trees?
- Can they name the trunk, branches and root of a tree?
- Can they discuss what they can see, touch, smell, hear or taste?

### Animals, including humans

- Can they identify some of the differences between different animals?
- Can they identify living and non-living things?
- Can they identify and name a variety of common animals?
- Can they describe how an animal is suited to its environment?
- Can they explain what they have found out?
- Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
- Can they identify and classify things they observe?
- Can they give a simple reason for their answers?
- Can they discuss what they can see, touch, smell, hear or taste?

- Can they name the parts of the human body and link them to their senses?
- Can they name the parts of an animal's body?
- Can they name a range of domestic animals?
- Can they compare the bodies of different animals?
- Can they identify and classify things they observe?
- Can they give a simple reason for their answers?
- Can they talk about what they <see, touch, smell, hear or taste>?

## Year 1 Greater Depth

- Can they begin to describe what each part of a plant does? (e.g. roots, stem, leaves, petals, pollen) on a range of plants.

- Can they begin to classify animals according to a number of given criteria?
- Can they point out differences between living things and non-living things?

- Can they name some parts of the human body that cannot be seen?
- Can they say why certain animals have certain characteristics?
- Can they name a range of wild animals?

# Skills Map for STEAM

## Year 1 - Everyday Materials and Seasonal Changes

### Everyday materials (classifying and grouping)

- Can they distinguish between an object and the material from which it is made?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
- Can they sort materials into groups by a given criteria?
- Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?
- Can they perform a simple test?
- Can they tell other people about what they have done?
- Can they talk about what they <see, touch, smell, hear or taste>?
- Can they use simple equipment to help them make observations?
- Can they identify and classify things they observe?

### Seasonal Changes

- Can they observe changes across the four seasons?
- Can they name the four seasons in order?
- Can they observe and describe weather associated with the seasons?
- Can they observe and describe how day length varies?
- Can they talk about what they: see, touch, smell, hear or taste? Can they use simple equipment to help them make observations?

## Year 1 Greater Depth

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?
- Can they observe features in the environment and explain that these are related to a specific season?
- Can they observe and talk about changes in the weather?
- Can they talk about weather variation in different parts of the world?

# Skills Map for STEAM

## Year 1 - Working Scientifically

### Observing closely

- Can they discuss what they can see, touch, smell, hear or taste?
- Can they use simple equipment to help them make observations?

### Performing Tests

- Can they perform a simple test?
- Can they describe/ explain what they have done?

### Identifying and Classifying

- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they give a simple reason for their answer?
- Can they explain what they have found out?

### Recording findings

- Can they show their work using pictures, labels and captions?
- Can they record their findings using standard units?
- Can they record some information in a chart or table, or using ICT?

## Year 1 Greater Depth

- Can they find out by watching, listening, tasting, smelling and touching?

- Can they give reasons for their answers?

- Can they discuss similarities and differences?
- Can they explain what they have found out using scientific vocabulary?

- Can they make accurate measurements using non-standard measurements i.e. unifix



## Year 2 – Living things and their Habitats, Animals including Humans and Plants

### Living Things & their Habitats

- Can they match certain living things to the habitats they are found in?
- Can they explain the differences between living and non-living things?
- Can they describe some of the life processes common to plants and animals, including humans?
- Can they describe how a habitat provides for the basic needs of things living there?
- Can they describe how some animals get their food using basic food chains?
- Can they describe how plants and animals are suited to their habitat?
- Finding things out using secondary sources of information.
- Can they use <see, touch, smell, hear or taste> to help them answer questions?
- Can they organise things into groups?

### Animals, including Humans

- Can they describe what animals need to survive? Can they explain that animals grow and reproduce?
- Can they explain why animals have offspring which grow into adults?
- Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
- Can they explain the basic needs of animals, including humans for survival? (water, food, air)
- Can they describe why exercise, balanced diet and hygiene are important for humans? Can they suggest how to find things out?
- Can they use prompts to find things out?
- Finding things out using secondary sources of information

### Plants

- Can they describe what plants need to survive?
- Can they observe and describe how seeds and bulbs grow into mature plants?
- Can they investigate and describe the impact of removing light, soil or water from a growing or germinating plant.
- Observing changes over time.
- Can they suggest how to find things out?
- Can they use prompts to find things out?

### Year 2 Greater Depth

- Can they name some characteristics of an animal that help it to live in a particular habitat?
- Can they describe what animals need to survive and link this to their habitats?

- Can they explain that animals reproduce in different ways?

- Can they describe what plants need to survive and link it to where they are found?
- Can they explain that plants grow and reproduce in different ways?

## Year 2 - Materials

### Classifying and grouping materials

- Can they describe the simple physical properties of a variety of everyday materials?
- Can they compare and group together a variety of materials based on their simple physical properties?
- Can they use <see, touch, smell, hear or taste> to help them answer questions?
- Can they use some scientific words to describe what they have seen and measured?

### Changing materials

- Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
- Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
- Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?
- Can they organise things into groups? Can they find simple patterns (or associations)?
- Can they say whether things happened as they expected?

## Year 2 Greater Depth

- Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?
- Can they sort materials into groups and say why they have sorted them in that way?
- Can they say which materials are natural and which are man-made?
- Can they explain how materials are changed by heating and cooling?
- Can they explain how materials are changed by bending, twisting and stretching?
- Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

## Year 2 - Working Scientifically

Observing closely	Performing Tests	Identifying and Classifying	Recording findings	Types of investigations
<ul style="list-style-type: none"> <li>• Can they use &lt;see, touch, smell, hear or taste&gt; to help them answer questions?</li> <li>• Can they use some scientific words to describe what they have seen and measured?</li> <li>• Can they compare several things?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they carry out a simple fair test?</li> <li>• Can they explain why it might not be fair to compare two things?</li> <li>• Can they say whether things happened as they expected?</li> <li>• Can they suggest how to find things out?</li> <li>• Can they use prompts to find things out?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they organise things into groups?</li> <li>• Can they find simple patterns (or associations)?</li> <li>• Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use &lt;text, diagrams, pictures, charts, tables&gt; to record their observations?</li> <li>• Can they measure using &lt;simple equipment&gt;?</li> </ul>	<ul style="list-style-type: none"> <li>• Children should have the opportunity to investigate:</li> <li>• Observing changes over time</li> <li>• Noticing similarities, differences and patterns.</li> <li>• Grouping and classifying.</li> <li>• Carrying out comparative tests.</li> <li>• Finding things out using secondary sources of information</li> </ul>

## Year 2 Greater Depth

<ul style="list-style-type: none"> <li>• Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say whether things happened as they expected and if not why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest more than one way of grouping animals and plants and explain their reasons?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use information from books and online information to find things out?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to independently consider controlling variables to create a fair test?</li> </ul>
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# Skills Map for STEAM

## Year 3 - Plants and Animals, including Humans

### Animals, including humans

- Can they explain the importance of a nutritionally balanced diet?
- Can they describe how nutrients, water and oxygen are transported within animals and humans?
- Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
- Can they describe and explain the skeletal system of a human?
- Can they describe and explain the muscular system of a human?
- Can they describe what they have found using scientific language?
- Can they describe what they have found out using secondary sources.

### Plants

- Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Range of plants.
- Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
- Can they investigate the way in which water is transported within plants?
- Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
- Can they record their observations in different ways? <labelled diagrams, charts etc> Use secondary sources
- Can they plan and set up a fair test and explain why it was fair?
- Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
- Can they set up a simple test to make comparisons?

## Year 3 Greater Depth

- Can they explain how the muscular and skeletal systems work together to create movement?
- Can they classify living things and non-living things by a number of characteristics that they have thought of?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive?
- Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?

# Skills Map for STEAM

## Year 3 - Rocks, Forces and Magnets, Light

### Rocks

- Can they compare and group together different rocks on the basis of their appearance and simple physical properties?
- Can they describe and explain how different rocks can be useful to us?
- Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?
- Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- Can they recognise that soils are made from rocks and organic matter?
- Can they describe what they have found using scientific language?
- Can they classify objects in different ways?
- Can they describe what they have found using scientific language?
- Can they use different ideas and suggest how to find something out?

### Forces and magnets

- Can they compare how things move on different surfaces?
- Can they observe that magnetic forces can be transmitted without direct contact?
- Can they observe how some magnets attract or repel each other?
- Can they identify and classify which everyday materials are attracted to magnets and which are not?
- Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
- Can they describe magnets have having two poles (N & S)? and predict whether two magnets will attract or repel each other depending on which poles are facing?
- Can they make and record a prediction before testing?
- Can they take accurate measurements using different equipment and units of measure?
- Can they set up a simple fair test to make comparisons?
- Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
- Can they record their observations in different ways? <labelled diagrams, charts etc>

### Light

- Can they recognise that they need light in order to see things?
- Can they recognise that dark is the absence of light?
- Can they notice that light is reflected from surfaces?
- Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
- Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
- Can they find patterns in the way that the size of shadows change?
- Can they explain the difference between transparent, translucent and opaque?
- Can they set up a simple fair test to make comparisons?
- Can they describe what they have found using scientific language?
- Can they record their observations in different ways? <labelled diagrams, charts etc>

## Year 3 Greater Depth

- Can they classify igneous and sedimentary rocks?
- Can they begin to relate the properties of rocks with their uses?
- Can they investigate the strengths of different magnets and find fair ways to compare them?
- Can they explain why lights need to be bright or dimmer according to need?
- Can they say what happens to the electricity when more batteries are added?
- Can they explain why their shadow changes when the light source is moved closer or further from the object?

## Year 3 - Working Scientifically

Planning	Obtaining and presenting evidence	Considering evidence and evaluating	Types of investigations
<ul style="list-style-type: none"> <li>• Can they use different ideas and suggest how to find something out?</li> <li>• Can they make and record a prediction before testing?</li> <li>• Can they plan a fair test and explain why it was fair?</li> <li>• Can they set up a simple fair test to make comparisons?</li> <li>• Can they explain why they need to collect information to answer a question?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take accurate measurements using different equipment and units of measure?</li> <li>• Can they record their observations in different ways? &lt;labelled diagrams, charts etc&gt;</li> <li>• Can they describe what they have found using scientific language?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what they have found out and use their measurements to say whether it helps to answer their question?</li> </ul>	<ul style="list-style-type: none"> <li>• Children should have the opportunity to investigate</li> <li>• Observing changes over different periods of time</li> <li>• Noticing patterns</li> <li>• Grouping and classifying</li> <li>• Carrying out comparative and fair tests</li> <li>• Finding things out using secondary resources</li> </ul>

## Year 3 Greater Depth

<ul style="list-style-type: none"> <li>• Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain their findings in different ways (display, presentation, writing)?</li> <li>• Can they use their findings to draw a simple conclusion?</li> <li>• Can they suggest improvements and predictions for further tests?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest how to improve their work if they did it again?</li> </ul>
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# Skills Map for STEAM

## Year 4 - Living Things and their Habitats, Animals, including humans, and States of Matter

### Animals, including humans

- Can they identify, name and describe the functions of the basic parts of the digestive system in humans?
- Can they identify the simple function of different types of teeth in humans?
- Can they compare the teeth of herbivores and carnivores?
- Can they identify, construct and interpret a variety of food chains, identifying producers, predators and prey?
- Can they identify differences, similarities or changes related to simple scientific ideas or processes?

### Living Things and their Habitats

- Can they recognise that living things can be grouped in a variety of ways?
- Can they classify and identify into broad groups?
- Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)
- Do they recognise that environments can change and this can sometimes pose a danger to living things?
- Can they explain how environmental changes have an impact on living things?
- Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs?
- Can they explain their findings in different ways (display, presentation, writing)?

### States of Matter

- Can they compare and group materials together, according to whether they are solids, liquids or gases?
- Can they explain what happens to materials when they are heated or cooled?
- Can they measure or research the temperature at which different materials change state in degrees Celsius?
- Can they describe how materials change state at different temperatures?
- Can they use measurements to explain changes to the state of water?
- Can they explain everyday phenomena including the water cycle?
- Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs?
- Can they evaluate and communicate their methods and findings?
- Can they use a range scientific equipment's to take accurate measurements or readings?

### Year 4 Greater Depth

- Can they classify living things and non-living things by a number of characteristics that they have thought of?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive?
- Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?
- Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)
- Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
- Can they group and classify a variety of materials according to the impact of temperature on them?
- Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?

# Skills Map for STEAM

## Year 4 - Sound and Electricity

### Sound

- Can they describe a range of sounds and explain how they are made?
- Can they associate some sounds with something vibrating?
- Can they compare sources of sound and explain how the sounds differ?
- Can they explain how to change a sound (louder/softer)?
- Can they recognise how vibrations from sound travel through a medium to an ear?
- Can they describe the relationship between the pitch of the sound and the features of its source/object that produces it?
- Can they find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source?
- Can they investigate how different materials can affect the pitch and volume of sounds?
- Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
- Can they decide which information needs to be collected and decide the best way for collecting it?
- Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?

### Electricity

- Can they identify common appliances that run on electricity?
- Can they construct a simple series electric circuit?
- Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?
- Can they recognise symbols to represent simple series circuit diagrams?
- Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?
- Can they recognise that a switch opens and closes a circuit?
- Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?
- Can they recognise some common conductors and insulators?
- Can they associate metals with being good conductors?
- Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
- Can they suggest improvements and predictions?
- Can they ask their own questions?
- Can they explain their findings in different ways (display, presentation, writing)?

## Year 4 Greater Depth

- Can they explain why sound gets fainter or louder according to the distance?
- Can they explain how pitch and volume can be changed in a variety of ways?
- Can they work out which materials give the best insulation for sound?
- Can they explain how a bulb might get lighter?
- Can they recognise if all metals are conductors of electricity?
- Can they work out which metals can be used to connect across a gap in a circuit?
- Can they explain why cautions are necessary for working safely with electricity?



# Skills Map for STEAM

## Year 4 - Working Scientifically

Planning	Obtaining and presenting evidence	Considering evidence and evaluating	Types of investigations
<ul style="list-style-type: none"> <li>• Can they plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated?</li> <li>• Can they suggest improvements and predictions?</li> <li>• Can they ask their own questions?</li> <li>• Can they decide which information needs to be collected and decide which is the best way for collecting it?</li> <li>• Can they use their findings to draw a simple conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?</li> <li>• Can they use a range scientific equipment's to take accurate measurements or readings?</li> <li>• Can they explain their findings in different ways (display, presentation, writing)?</li> <li>• Can they record data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find any patterns in their evidence or measurements?</li> <li>• Can they evaluate and communicate their methods and findings?</li> <li>• Can they make a prediction based on something they have found out?</li> <li>• Can they ask further questions based on their data and observations?</li> <li>• Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> <li>• Can they identify differences, similarities or changes related to simple scientific ideas or processes?</li> </ul>	<p>Children should have the opportunity to investigate:</p> <ul style="list-style-type: none"> <li>• Observing changes over different periods of time</li> <li>• Noticing patterns</li> <li>• Grouping and classifying</li> <li>• Carrying out comparative and fair tests</li> <li>• Finding things out using secondary resources</li> </ul>

## Year 3 Greater Depth

<ul style="list-style-type: none"> <li>• Can they plan and carry out an investigation by controlling variables fairly and accurately?</li> <li>• Can they use test results to make further predictions and set up further comparative tests?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report findings from investigations through written explanations and conclusions?</li> <li>• Can they use a graph or diagram to answer scientific questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of variables to investigate?</li> </ul>
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# Skills Map for STEAM

## Year 5 - Living Things and their habitats, Properties and changes to materials

### Animals, including humans

- Can they describe the changes as humans develop to old age?
- Can they use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time?
- Can they use a graph to answer scientific questions?
- Can they present a report of their findings through writing, display and presentation?

### Living things and their habitats

- Can they describe the differences in the life cycles of a mammal, amphibians, an insect and a bird?
- Can they identify the reproductive processes of some animals?
- Can they describe the life cycles of common plants?
- Can they explore the work of well known naturalists and animal behaviourists? (David Attenborough and Jane Goodall)
- Can they present a report of their findings through writing, display and presentation?

### Properties and changes to materials

- Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
- Can they explain how some materials dissolve in liquid to form a solution?
- Can they explain what happens when dissolving occurs?
- Can they use their knowledge of solids, liquids and gases to decide and describe how mixtures might be separated, including through filtering, sieving, evaporating?
- Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?
- Can they describe changes using scientific words? (evaporation, condensation)
- Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?
- Can they use the terms 'reversible' and 'irreversible'?
- Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?
- Can they make a prediction with reasons?
- Can they use test results to make predictions to set up comparative and fair tests?
- Can they take repeat readings when appropriate?
- Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs?

## Year 5 Greater Depth

- Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?
- Can they describe the changes experienced in puberty?
- Can they draw a timeline to indicate stages in the growth and development of humans?

- Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?
- Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

- Can they describe methods for separating mixtures? (filtration, distillation)
- Can they work out which materials are most effective for keeping us warm or for keeping something cold?
- Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases)
- Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?
- Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

## Year 5 - Earth, Space and Forces

### Earth and Space

- Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?
- Can they explain how seasons and the associated weather is created?
- Can they describe and explain the movement of the Moon relative to the Earth?
- Can they describe the sun, earth and moon as approximately spherical bodies?
- Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?
- Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary?
- Can they use evidence from secondary sources to explore their own and other people's ideas?

### Forces

- Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?
- Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?
- Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?
- Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary?
- Can they use a graph to answer scientific questions?
- Can they use test results to make predictions to set up comparative and fair tests?

## Year 5 Greater Depth

- Can they compare the time of day at different places on the earth?
- Can they create shadow clocks?
- Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?
- Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)
- Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)
- Can they design very effective parachutes?
- Can they work out how water can cause resistance to floating objects?
- Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

# Skills Map for STEAM

## Year 5 – Working Scientifically

### Planning

- Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?
- Can they make a prediction with reasons?
- Can they use test results to make predictions to set up comparative and fair tests?

### Obtaining and presenting evidence

- Can they take measurements using a range of scientific equipment with increasing accuracy and precision?
- Can they take repeat readings when appropriate?
- Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs?

### Considering evidence and evaluating

- Can they use a graph to answer scientific questions?
- Can they present a report of their findings through writing, display and presentation?

## Year 5 Greater Depth

- Can they explore different ways to test an idea, choose the best way and give reasons?
- Can they vary one factor whilst keeping the others the same in an experiment?
- Can they use information to help make a prediction?
- Can they explain, in simple terms, a scientific idea and what evidence supports it?

- Can they decide which units of measurement they need to use?
- Can they explain why a measurement needs to be repeated?

- Can they find a pattern from their data and explain what it shows?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why they think this?

# Skills Map for STEAM

## Year 6 - Living Things

### Evolution and Inheritance

- Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?
- Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
- Can they give reasons why offspring are not identical to each other or to their parents?
- Can they explain the process of evolution and describe the evidence for this?
- Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they explain, in simple terms, a scientific idea and what evidence supports it?

### Living Things & their habitats

- Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?
- Can they give reasons for classifying plants and animals based on specific characteristics?
- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?

### Animals, including humans

- Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
- Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
- Can they describe the ways in which nutrients and water are transported within animals and plants, including humans?
- Can they explain, in simple terms, a scientific idea and the evidence which supports it?

## Year 6 Greater Depth

- Can they research and discuss the work of famous scientists, such as Charles Darwin, Mary Anning and Alfred Wallace?
- Can they explain how some living things adapt to survive in extreme conditions?
- Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?

- Can they explain why classification is important?
- Can they readily group animals into reptiles, fish, amphibians, birds and mammals?
- Can they sub divide their original groupings and explain their divisions, such as vertebrates and invertebrates?
- Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?

- Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?
- Can they compare the organ systems of humans to other animals?
- Can they make a diagram of the human body and explain how different parts work and depend on one another?
- Can they name and locate the major organs in the human body?

# Skills Map for STEAM

## Year 6 - Electricity and Light

### Electricity

- Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)
- Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?
- Can they use recognised symbols when representing a simple circuit in a diagram?
- Can they explore different ways to test an idea, choose the best way, and give reasons?
- Can they identify the key factors when planning a fair test?
- Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?
- Can they use information to make a prediction and give reasons for it?
- Can they use test results to make further predictions and set up further comparative tests?
- Can they find a pattern from their data and explain what it shows?
- Can they use a graph to answer scientific questions?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why they think this?

### Light

- Can they recognise that light appears to travel in straight lines?
- Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?
- Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?
- Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?
- Can they find a pattern from their data and explain what it shows?
- Can they use a graph to answer scientific questions?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why they think this?
- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- Can they draw conclusions from their work?
- Can they report findings from investigations through written explanations and conclusions using appropriate scientific language?

## Year 6 Greater Depth

- Can they make their own traffic light system or something similar?
- Can they explain the danger of short circuits?
- Can they explain what a fuse is?
- Can they explain how to make changes in a circuit?
- Can they explain the impact of changes in a circuit?
- Can they explain the effect of changing the voltage of a bulb?
- Can they explain how different colours of light can be created?
- Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
- Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

# Skills Map for STEAM

## Year 6 – Working Scientifically

Planning	Obtaining and presenting evidence	Considering evidence and evaluating	Types of investigations
<ul style="list-style-type: none"> <li>• Can they explore different ways to test an idea, choose the best way, and give reasons?</li> <li>• Can they identify the key factors when planning a fair test?</li> <li>• Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this?</li> <li>• Can they use information to make a prediction and give reasons for it?</li> <li>• Can they use test results to make further predictions and set up further comparative tests?</li> <li>• Can they explain, in simple terms, a scientific idea and what evidence supports it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why they have chosen specific equipment? (incl ICT based equipment)</li> <li>• Can they decide which units of measurement they need to use?</li> <li>• Can they make precise measurements?</li> <li>• Can they explain why a measurement needs to be repeated?</li> <li>• Can they record their measurements in different ways? (incl bar charts, tables and line graphs)</li> <li>• Can they read and record measurements systematically using a range of scientific equipment with increasing accuracy and precision?</li> <li>• Can they present a report of their findings through writing, display and presentation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find a pattern from their data and explain what it shows?</li> <li>• Can they use a graph to answer scientific questions?</li> <li>• Can they link what they have found out to other science?</li> <li>• Can they suggest how to improve their work and say why they think this?</li> <li>• Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</li> <li>• Can they draw conclusions from their work?</li> <li>• Can they report findings from investigations through written explanations and conclusions using appropriate scientific language?</li> </ul>	<p>Children should have the opportunity to investigate through:</p> <ul style="list-style-type: none"> <li>• Recognising and controlling variables accurately and fairly, including changes over different periods of time</li> <li>• Noticing patterns, groupings and classifying</li> <li>• Carrying out comparative and fair tests</li> <li>• Finding things out using a wide range of secondary sources.</li> </ul>

## Year 6 Greater Depth

<ul style="list-style-type: none"> <li>• Can they choose the best way to answer a question and use information from different sources to plan an investigation?</li> <li>• Can they make a prediction which links with other scientific knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan which equipment they will need and use it effectively?</li> <li>• Can they explain qualitative and quantitative data?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify scientific evidence that has been used to support or to refute ideas or arguments and link their conclusions to it?</li> <li>• Can they explain how they could improve their way of working?</li> <li>• Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?</li> </ul>
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## Early Years – Design Technology and Engineering

### Developing, planning and communicating ideas

- Can they make observations about the features of objects?
- Can they use their senses to explore and describe objects?
- Can they think of some ideas of their own?
- Can they plan how best to approach a task?

### Working with tools, equipment, materials and components to make quality products

- Can they explain what they are making?
- Can they select appropriate resources and tools?
- Can they explain which tools are they using and why?
- Can they use tools safely?
- Can they use tools to manipulate materials?

### Evaluating processes and products

- Can they identify success and next steps?
- Can they change their strategy as needed?



## Year 1 – Design Technology and Engineering

### Developing, planning and communicating ideas

- Can they identify the key features of an existing product?
- Can they think of some ideas of their own?
- Can they plan an outcome through pictures with labels?
- Can they explain their ideas orally?

### Working with tools, equipment, materials and components to make quality products

- Can they explain what they are making?
- Can they select appropriate resources and tools?
- Can they explain which tools are they using and why?
- Can they use tools safely?

### Evaluating processes and products

- Can they describe how their product works?
- Can they identify success and next steps?

## Choose from: Areas of study

### Mechanisms

- Can they make a product which moves?
- Can they cut materials using scissors?
- Can they describe the materials using different words?
- Can they say why they have chosen moving parts?

### Construction and Use of Materials

- Can they arrange pieces of the construction before building?
- Can they make a structure/model using different materials?

## Year 2 – Design Technology and Engineering

### Developing, planning and communicating ideas

- Can they generate ideas through comparing existing products?
- Can they plan an innovative product?
- Can they choose the most appropriate tools and materials and explain their choices?
- Can they describe their design by using pictures, diagrams, and words?

### Working with tools, equipment, materials and components to make quality products

- Can they join materials/ components together in different ways?
- Can they measure materials to use in a model or structure?
- Can they use joining, folding or rolling to make it stronger?

### Evaluating processes and products

- Can they assess how well their product works?
- If they did it again, can they explain what they would improve?

### Choose from: Areas of study

#### Textiles

- Can they measure an amount of a textile?
- Can they join textiles together to make a product, using techniques such as stitching?
- Can they cut textiles accurately?
- Can they explain why they chose a certain textile?

#### Mechanisms

- Can they join materials together as part of a moving product?
- Can they explain how different parts move?

#### Construction

- Can they make sensible choices of which material to use for their construction?
- Can they make their structure stronger, stiffer or more stable?

## Year 3 – Design Technology and Engineering

### Developing, planning and communicating ideas

### Working with tools, equipment, materials and components to make quality products

### Evaluating processes and products

- Can they plan their design, using accurate diagrams and labels?
- Can they plan the equipment/ tools needed and give reasons why?
- Can they start to order the main stages of making their product?
- Can they identify a design criteria and establish a purpose/ audience for their product?
- How realistic are their plans? e.g. tools, equipment, materials, components?

- Can they use equipment and tools accurately and safely?
- Can they select the most appropriate materials, tools and techniques to use?
- Can they manipulate materials using a range of tools and equipment?
- Can they measure, cut and assemble with increasing accuracy?

- Start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work?
- Can they assess how well their product works in relation to the purpose?
- Can they explain how they could change their design to make it better?

### Choose from: Areas of study

#### Textiles

- Can they join textiles of different types in a range of ways?
- Can they choose textiles both for their appearance and also qualities?
- Can they begin to use a range of simple stitches?

#### Mechanisms

- Can they make a product which uses mechanical components?
- Can they use a range of components? e.g. levers, linkages and pneumatic systems

#### Construction

- Can they join materials effectively to build a product?
- Can they use a range of techniques to shape and mould materials?
- Can they use finishing techniques? e.g. sanding, varnishing, glazing etc

## Year 4 – Design Technology and Engineering

### Developing, planning and communicating ideas

- Can they create a final design for their product based on initial ideas and revisions, based on existing ideas?
- Can they create a detailed plan considering their target audience, design criteria and intended purpose?

### Working with tools, equipment, materials and components to make quality products

- Can they use equipment and tools with increased accuracy and safety?
- Can they select the most effective materials, tools and techniques to use?
- Can they manipulate materials effectively using a range of tools and equipment?
- Can they measure, cut and assemble accurately?

### Evaluating processes and products

- Think about their ideas as they progress and make changes to improve their work?
- Can they assess how well their product works in relation to the design criteria and the intended purpose?
- Can they explain how they could improve their design and how their improvement would affect the original outcome?

### Choose from: Areas of study

#### Textiles

- Can they consider which materials are fit for purpose and join them appropriately?
- Can they devise a template or pattern for their product?

#### Electrical and Mechanical Components

- Can they use a simple circuit and add components to it?
- Can they make a product which uses both electrical and mechanical components?

#### Construction

- Can they measure accurately to build effective structures?
- Can they use a range of techniques to shape and mould?
- Can they experiment with a range of techniques to increase stability in a structure?
- Can they use finishing techniques, showing an awareness of audience?  
e.g. sanding, varnishing, glazing etc

## Year 5 – Design Technology and Engineering

### Developing, planning and communicating ideas

### Working with tools, equipment, materials and components to make quality products

### Evaluating processes and products

- Can they survey their target audience and use this to generate ideas?
- Can they take a user's view into account when designing?
- Can they produce a detailed step-by-step plan for their design method?
- Can they suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome?

- Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience?
- Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters?

- Can they continuously check that their design is effective and fit for purpose?
- Can they assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements?
- Can they evaluate appearance and function against the original design criteria?

## Choose from: Areas of study

### Textiles

- Can they consider the audience when choosing textiles?
- Can they make up a prototype first?
- Can they use a range of joining techniques?
- Can they devise a template or pattern for their product?

### Mechanical Components

- Can they refine their product after testing it?
- Can they incorporate hydraulics and pneumatics?

### Construction

- Are their measurements accurate enough to ensure precision?
- Can they demonstrate that their product is strong and fit for purpose?
- Are they motivated to refine and further improve their product?

## Year 6 – Design Technology and Engineering

### Developing, planning and communicating ideas

- Can they use a range of information to inform their design?
- Can they use market research to inform plans?
- Can they work within constraints?
- Can they justify their plan to someone else?
- Can they consider culture and society in their designs?
- Have they considered the use of the product when selecting materials?
- Have they thought about how their product could be marketed through packaging and advertising?

### Working with tools, equipment, materials and components to make quality products

- Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience?
- Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters?

### Evaluating processes and products

- How well do they test and evaluate their final product?
- Is it fit for purpose?
- What would improve it?
- Would different resources have improved their product?
- Would they need more or different information to make it even better?
- Does their product meet all design criteria?

## Choose from: Areas of study

### Textiles

- Can they consider the audience when choosing textiles?
- Can they make up a prototype first?
- Can they use a range of joining techniques?

### Electrical and mechanical components

- Can they use different kinds of circuits in their product to improve it?
- Can they incorporate a switch into their product?
- Can they refine their product after testing it?
- Can they incorporate hydraulics and pneumatics?

### Construction

- Are their measurements accurate enough to ensure precision?
- Can they demonstrate that their product is strong and fit for purpose?
- Are they motivated to refine and further improve their product?

# Skills Map for STEAM

## Early Years Art

### Drawing

- Can they express their feeling through drawing?
- Can they create moods in their drawings?
- Can they draw controlled lines and use the skill to make different shapes
- Can they interpret an object through drawing?

### Painting

- Can they experiment with a range of painting equipment?
- Can they paint controlled lines and use the skill to make different shapes?
- Can they mix colours and describe how they change?

### Printing

- Can they use different tools through printing to create marks?
- Can they create a simple pattern?
- Can they repeat a print to make a simple pattern?

### Textiles

- Can they manipulate fabric to achieve a desired effect? (e.g. weaving, costume making, paper making)
- Can they weave a pattern?
- Can they use their senses make observations about the different types of textiles?

### 3D

- Can they use found objects to build?
- Can they select and use appropriate 3D shapes to build and recreate models?

### Collage

- Can they cut and tear paper and card for their collages?
- Can they colour sort materials?
- Can they build layers of materials to create an image with support?

### Use of IT

- Can they use a simple painting program to create a picture?
- Can they experiment using different tools in an application?

### Knowledge

- Can they describe what they can see and like in the work of another artist/craft maker/designer?
- Can they say what they liked about their artwork or what they did well?

## Greater Depth

- Can they develop their own ideas through selecting and using materials and working on processes that interest them?
- Through their explorations, can they find out and make decisions about how media and materials can be combined and changed?
- Can they talk about the ideas and process which have led them to make their designs or images?
- Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others?

# Skills Map for STEAM

## Year 1 Art

### Drawing

- Can they express their feeling through drawing?
- Can they create moods in their drawings?
- Can they draw lines of different shapes and thickness, using different grades of pencil?
- Can they interpret an object through drawing?

### Painting

- Can they express their feelings through painting?
- Can they interpret an object through painting?
- Do they have an understanding of basic colour theory?

### Printing

- Can they recognise different marks through printing with different objects?
- Can they repeat a print to make a pattern?
- Can they apply drawing skills to print?

### Textiles

- Can they group fabrics and threads by colour and texture?
- Can they weave a pattern?
- Can they identify when patterns are used in textile design?

### 3D

- Can they recognise different textures in different surfaces?
- Can they use different materials to create raised texture?
- Can they scrunch, roll, shape materials to make a 3D form?

### Collage

- Can they cut and tear paper and card for their collages?
- Can they colour sort materials?
- Can they build layers of materials to create an image?

### Use of IT

- Can they use a simple painting program to create a picture?
- Can they recognise the different tools and how to use them?
- Can they go back and change their picture?

### Knowledge

- Can they describe what they can see and like in the work of another artist/craft maker/designer?
- Can they express their feelings about their own piece of art?
- Can they express their feelings about a peer's piece of art?

## Greater Depth

- Can they make links between their own artwork and other artists'?
- Can they evaluate their own and others' artwork and make suggestions for improvement?
- Can they comment how an artist/designer has used colour, pattern and shape?
- Can they plan their art using a range of techniques e.g. sketches, discussion?



# Skills Map for STEAM

## Year 2 Art

### Drawing

- Can they understand where they might use different grades of pencil in their drawing and why?
- Can they use charcoal and pastels to create different drawing styles?
- Can they create different tones using light and dark?
- Can they use different shading techniques to create different tones?
- Can they show patterns and texture in their drawings?
- Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

### Painting

- Can they mix paint to explore colour theory?
- Can they create shades of a colour?
- Can they experiment with watercolour techniques to create different effects?

### Printing

- Can they create a repeat print?
- Can they create an impression in a surface and use this to print?
- Can they find printing opportunities in everyday objects?

### Sketch books

- Can they begin to demonstrate their ideas through sketches in their sketchbooks?
- Can they make links with an artist and show this in their sketchbooks?
- Can they use their sketchbooks as a mode to record experimentation?

### 3D/ Textiles

- Can they mould, form and shape and bond materials to create a 3D form?
- Can they using bonding techniques to add parts onto their sculpture?
- Can they apply a smooth surface to a sculptural form?
- Can they add line and shape to their work?
- Can they bond fabrics together?
- Can they build an image using fabrics?
- Can they create a large scale textile or sculpture piece through class collaboration?

### Collage

- Can they interpret an object through collage?
- Can they use different kinds of media to embellish and add details on their collage and explain what effect this has?

### Use of IT

- Can they create a picture independently?
- Can they use simple IT mark-making tools, e.g. brush and pen tools?
- Can they edit their own work?
- Can they change their photographic images on a computer?

### Knowledge

- Can they make links to an artist to inspire their work?
- Can they make topic links to their art?
- Can they say how other artist/craft maker/designer have used colour, pattern and shape?

## Greater Depth

- Can they make comparisons between their own artwork and other artists'?
- Can they articulate what they are trying to express in their own artwork?
- Can they make suggestions for improvement in their own and others' artwork?
- Can they transfer skills into a different medium e.g. using drawing skills when painting?

## Year 3 Art

### Drawing

- Can they use their sketches to develop a final piece of work?
- Can they use drawing as a tool to express an idea?
- Can they use different shading techniques to give depth to a drawing?
- Can they use different shading techniques to create texture in a drawing?

### Painting

- Can they mix a range of colours in the colour wheel?
- Can they identify what colours work well together?
- Can they create a background using a wash?
- Can they use a range of brushes to create different effects?

### Printing

- Can they experiment with layered printing using 2 colours or more?
- Can they understand how printing can be used to make numerous designs?
- Can they transfer a drawing into a print?

### Sketch books

- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?

### 3D/ Textiles

- Can they add layers onto their work to create texture and shape?
- Can they work collaboratively to create a large sculptural form?
- Can they use fabrics to build an image?
- Can they add detail to a piece of work?
- Can they add texture to a piece of work?

### Collage

- Can they overlap materials?
- Can they use collage as a tool to develop a piece in mixed media?
- Can they use collage to create a mood board of ideas?

### Use of IT

- Can they combine digital images with other media?
- Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?
- Can they use the web to research an artist or style of art?

### Knowledge

- Can they compare the work of different artists?
- Can they explore work from other cultures?
- Can they communicate what they feel the artist is trying to express in their work?
- Can they communicate what they are trying to express in their own work?

## Greater Depth

- Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork?
- Can they adapt or improve their original ideas?
- Can they explain why they have selected specific materials for their artwork?
- Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature?

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they experiment with drawing techniques to support their observations?</li> <li>• Can they create a sense of distances and proportion in a drawing?</li> <li>• Can they use experimental drawing techniques to create atmosphere in a drawing?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the different properties of different paints?</li> <li>• Can they create mood in a painting?</li> <li>• Can they use shade to create depth in a painting?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore a variety of printing techniques?</li> <li>• Can they create an accurate print design?</li> <li>• Can they use printmaking as a tool with other medias to develop a final outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Can they produce a mood board to inspire and influence their work?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> <li>• Do they evaluate their learning and record in sketchbooks?</li> </ul>

3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they take a 2D drawing into a 3D form?</li> <li>• Can they shape using a variety of mouldable materials?</li> <li>• Can they explore a range of textures using textiles?</li> <li>• Can they transfer a drawing into a textile design?</li> <li>• Can they use artists to influence their textile designs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they overlap materials?</li> <li>• Can they use collage as a tool to develop a piece in mixed media?</li> <li>• Can they use collage to create a mood boards of ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they present a collection of their work on a slide show?</li> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they see how art can change over time?</li> <li>• Can they communicate what they feel the artist is trying to express in their work?</li> <li>• Can they communicate what they are trying to express in their own work?</li> </ul>

## Greater Depth

- Can they critique their own and others' artwork throughout the learning process to develop and support each other?
- Can they use a range of sources e.g. books, internet, galleries to influence their ideas?
- Can they experiment with combining different materials and discuss their effectiveness?
- Can they discuss how a range of factors influences art from different cultures?

## Year 5 Art

### Drawing

- Can they experiment with drawing techniques to support their observations?
- Can they create a sense of distances and proportion in a drawing?
- Can they use line to create movement in a drawing?
- Do they understand how drawing skills can support other medias?
- Can they develop a series of drawings that explore a theme?
- Can they explain why they have chosen specific materials to draw with?

### Painting

- Do they understand the different properties of different paints?
- Can they create a range of shades using different kinds of paint?
- Can they create mood in a painting?
- Can they use shade to create depth in a painting?
- Can they identify different painting styles and how these have artists are influenced by these styles over time?

### Printing

- Can they print using a materials?
- Can they create an accurate print design that reflects a theme or ideas?
- Can they make links with printmaking and other medias to help develop their work?

### Sketch books

- Can they experiment with different styles which artists have used?
- Can they use their sketchbooks as a mode to record the learning journey?
- Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment?
- Can they use their sketchbooks to build and record their knowledge?
- Can they compare sketchbook ideas and give supportive and constructive feedback on peers development?

### 3D/ Textiles

- Can they experiment with and combine materials and processes to design and make 3D form?
- Can they take a 2D drawing into a 3D form?
- Can they shape using a variety of mouldable materials?
- Can they interpret an object in a 3D form?
- Can they explore a range of textures using textiles?
- Can they transfer a drawing into a textile design?
- Can they experiment with different ways of exploring textiles?
- Can they use artists to influence their textile designs?

### Collage

- Can they overlap materials to build an image?
- Can they use collage as a tool to develop a piece in mixed media?
- Can they use collage to create a mood boards of ideas?
- Can they combine pattern, tone and shape in collage?

### Use of IT

- Can they create a piece of art work which includes the integration of digital images they have taken?
- Can they combine graphics and text based on their research?
- Can they scan images and take digital photos, and use software to alter them, adapt them?
- Can they create digital images with animation, video and sound to communicate their ideas?

### Knowledge

- Can they experiment with different styles which artists have used?
- Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?
- Do they critic each other's work as a way of developing and supportive each other's ideas?
- To they understand how different medias can be combined and work together?
- Do they know to develop an idea through exploration and experimentation?

## Greater Depth

- Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone
- Can they plan carefully their art, taking into account layout, composition and perspective?
- Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history

# Skills Map for STEAM

## Year 6 Art

### Drawing

- Do their sketches communicate ideas and convey a sense of individual style?
- Do their drawings show a strong understanding of how to use shading techniques to create depth and tone?
- Do they know when to apply different drawing techniques to support their outcomes?
- Can they create accurate and experimental drawings?
- Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques?

### Painting

- Can they explain what their own style is?
- Can they use a wide range of techniques in their work and explain why they have chosen these techniques?
- Do they have a strong understanding of colour theory and how to use it to create a balanced painting?

### Printing

- Can they overprint using different colours?
- Can they identify different printing methods and make decisions about the effectiveness of their printing methods?
- Do they know to make a positive and a negative print?

### Sketch books

- Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas?
- Do they compare their methods to those of others and keep notes in their sketch books?
- Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
- Can they include some of the formal elements of art: line, form, pattern, tone, colour, space and shape. Their presentation should be clear and labelled/

### 3D/ Textiles

- Can they create models on a range of scales?
- Can they create work which is open to interpretation by the audience?
- Can they include both visual and tactile elements in their work?
- Do they know the properties of a wide range of different sculptural materials and how to use them?

### Collage

- Can they justify the materials they have chosen?
- Can they combine pattern, tone and shape?
- Can they use collage as a tool as part of a mixed media project?
- Can they express their ideas through collage?

### Use of IT

- Can they use software packages to create pieces of digital art to design?
- Can they create a piece of art which can be used as part of a wider presentation?

### Knowledge

- Can they make a record about the styles and qualities in their pieces?
- Can they say what their work is influenced by?
- Can they include technical aspects in their work, e.g. architectural design?
- Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?

## Greater Depth

- Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements?
- Are they able to work independently, confidently and take creative risks in their work?
- Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history

# Skills Map for Music

## Early Years

### Performing

- Can they use their voice to speak/sing/chant?
- Do they join in with singing?
- Can they clap short rhythmic patterns?
- Can they experiment with creating sounds with different instruments?

### Composing

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they represent sounds pictorially?
- Can they begin to sequence sounds to create a rhythm or beat?

### Appraising

- Can they say if they like or dislike a piece of music?
- Can they identify and distinguish environmental sounds?
- Can they begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow)
- Can they begin to express how music makes them feel?

## Early Years Greater Depth

- Can they perform a rhythm?

- Can they repeat (short rhythmic and melodic) patterns?
- Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)

- Can they identify reasons why they like some music more than others?

# Skills Map for Music

## Year 1

### Performing

- Can they use their voice to speak/sing/chant?
- Do they join in with singing?
- Can they clap short rhythmic patterns?
- Can they use instruments to perform a simple piece?
- Can they respond to musical indications about when to play or sing?
- Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?

### Composing

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they identify changes in sounds?
- Can they tell the difference between long and short sounds?
- Can they repeat (short rhythmic and melodic) patterns?
- Can they represent sounds pictorially?
- Can they make a sequence of sounds for a purpose?

### Appraising

- Can they form an opinion to express how they feel about a piece of music?
- Can they identify what different sounds could represent and give a reason why?
- Can they recognise repeated patterns?
- Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?
- Can they hear the pulse in a piece of music?
- Can they tell the difference between loud and quiet sounds?
- Can they describe how sounds are made and changed?
- Can they respond to different moods in music and say how a piece of music makes them feel?

## Year 1 Greater Depth

- Can they perform a rhythm to a steady pulse?

- Can they give a reason for choosing an instrument?

- Can they identify texture - listening for whether there is more than one sound at the same time?
- Can they identify musical structure in a piece of music (verse, chorus etc)?

# Skills Map for Music

## Year 2

### Performing

- Can they understand the importance of a warm up?
- Can they follow the melody using their voice or an instrument?
- Can they sing songs as an ensemble following the tune (melody) well?
- Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Do they have control when playing instruments?
- Can they perform musical patterns keeping a steady pulse?

### Composing

- Can they order sounds to create a beginning, middle and end?
- Can they represent sounds pictorially with increasing relevance?
- Can they choose sounds to achieve an effect (including use of technology)?
- Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?
- Can they create short, rhythmic patterns – sequences of long and short sounds?
- Are they selective in the control used on an instrument in order to create an intended effect?
- Can they create their own symbols to represent sounds?
- Can they choose sounds to create an effect on the listener?

### Appraising

- Can they identify particular features when listening to music?
- Can they begin to associate sounds they hear with instruments?
- Can they independently identify the pulse in a piece of music and tap along?
- Can they listen carefully to recall short rhythmic patterns?
- Can they begin to recognise changes in timbre, dynamics and pitch?
- Are they able to recognise and name different instruments by sight?
- Can they evaluate and improve their own work and give reasons?

## Year 2 Greater Depth

- Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?
- Can they use simple structures (e.g. repetition and order) in a piece of music?
- Do they know that phrases are where we breathe in a song?
- Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?



# Skills Map for Music

## Year 3

### Performing

- Do they sing songs from memory with increasing expression, accuracy and fluency?
- Do they maintain a simple part within an ensemble?
- Do they modulate and control their voice when singing and pronounce the words clearly?
- Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?
- Can they improvise (including call and response) within a group using the voice?
- Can they collaborate to create a piece of music?

### Composing

- Can they create repeated patterns using a range instruments?
- Can they create accompaniments for melodies?
- Can they combine different sounds to create a specific mood or feeling?
- Do they understand how the use of tempo can provide contrast within a piece of music?
- Can they begin to read and write musical notation?
- Can they effectively choose, order, combine and control sounds to create different textures?
- Can they use silent beats for effect (rests)?
- Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?

### Appraising

- Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?
- Can they evaluate and improve their work, explaining how it has improved using a success criterion?
- Can they recognise the work of at least one famous composer?
- Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?
- Are they able to recognise a range of instruments by ear?
- Can they internalise the pulse in a piece of music?
- Can they recognise the symbol for crotchet and crotchet rests?
- Do they know that high on the staff means a higher pitch?
- Can they identify the features within a piece of music?

## Year 3 Greater Depth

- Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

- Can they compose a simple piece of music that they can recall to use again?
- Do they understand metre in 4 beats; then 3 beats?

- Can they recognise changes in sounds that move incrementally and more dramatically?
- Can they compare repetition, contrast and variation within a piece of music?

# Skills Map for Music

## Year 4

### Performing

- Can they perform a simple part of an ensemble rhythmically?
- Can they sing songs from memory with increasing expression, accuracy and fluency?
- Can they improvise using repeated patterns with increasing accuracy and fluency?

### Composing

- Can they use notations to record and interpret sequences of pitches?
- Can they use standard notation?
- Can they use notations to record compositions in a small group or on their own?
- Can they use notation in a performance?

### Appraising

- Can they explain why silence is used in a piece of music and say what effect it has?
- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc)?
- Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?

## Year 4 Greater Depth

- Can they use selected pitches simultaneously to produce simple harmony?

- Can they explore and use sets of pitches, e.g. 4 or 5 note scales?
- Can they show how they can use dynamics to provide contrast?

- Can they identify how a change in timbre can change the effect of a piece of music?

# Skills Map for Music

## Year 5

### Performing

- Can they sing and use their understanding of meaning to add expression?
- Can they perform 'by ear' and from simple notations?
- Can they improvise within a group using melodic and rhythmic phrases?
- Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?
- Can they maintain their part whilst others are performing their part?

### Composing

- Can they use technology to change sounds or organise them differently to change the effect?
- Can they use their notations to record groups of pitches (chords)?
- Can they use a music diary to record aspects of the composition process?
- Can they choose the most appropriate tempo for a piece of music?
- Can they use technology to compose music which meets a specific criterion?

### Appraising

- Can they describe, compare and evaluate music using musical vocabulary?
- Can they suggest improvements to their own or others' work?
- Can they choose the most appropriate tempo for a piece of music?
- Can they identify and begin to evaluate the features within different pieces of music?
- Can they contrast the work of established composers and show preferences?

## Year 5 Greater Depth

- Can they use pitches simultaneously to produce harmony by building up simple chords?
- Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?

- Do they understand the relation between pulse and syncopated patterns?
- Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?

- Can they explain how tempo changes the character of music?
- Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

# Skills Map for Music

## Year 6

### Performing

- Can they sing a harmony part confidently and accurately?
- Can they perform using notations?
- Can they take the lead in a performance?
- Can they take on a solo part?
- Can they provide rhythmic support?
- Can they perform parts from memory?

### Composing

- Do they recognise that different forms of notation serve different purposes?
- Can they use technology to support their notation?
- Can they combine groups of beats?
- Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)

### Appraising

- Can they refine and improve their work?
- Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
- Can they analyse features within different pieces of music?

## Year 6 Greater Depth

- Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

- Can they show how a small change of tempo can make a piece of music more effective?
- Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

- Can they appraise the introductions, interludes and endings for songs and compositions they have created?

# Maths



Inspire  
Partnership

# Skills Map for Maths

## Year 1

### Expected

- Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals
- Count, read and write numbers to 20 in words
- Count in multiples of twos, fives and tens
- Read, write and interpret mathematical statements involving addition, plus, equals
- Represent (including symbols) and use number bonds and related subtraction facts within 20
- Add and subtract one digit and 2 digit numbers to 20, including 0
- Begin using the language of equal to, more than, less than, most and least
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Begin to recognise. Find and name a quarter of one of four equal parts
- Recognise and know the value of different denominations of coins and notes
- Describe position, direction and movement including whole, half, quarter and 3 quarter turns
- Compare, describe and solve practical problems for:
  - Lengths and heights (long/short, double/half)
  - Mass/weight (heavy/light)
  - Capacity and volume (full/empty)
  - Time (quicker, slower, earlier, later, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)
- Recognise and use language relating to dates including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and name common 2d and 3d shapes

### Greater Depth

- Work in a systematic, logical way to find patterns, generalise and justify mathematical thinking
- Can reason about addition using the correct mathematical language
  - A pupil can explain that when you add 0 to a number the number does not change.*
  - A pupil can explain if 2 numbers added together will total more or less than 10*
- Children know and can **prove** that repeated addition is the same as multiplication. (Eg, using an array or number line)
- Children recognise the pattern that: when counting in 10s from 0 the answer will always end in 0; when counting in 5s from 0, the number will end in 0 or 5; and, when they count in 2s from 0, the answer will always be even
- A pupil can work out mental calculations such as:
  - 2 numbers have a sum of 19 and a difference of 5 – what are they?*
- A pupil can solve simple missing number box problems such as:
  - $28 - \underline{\quad} = 11$ ,  $45 + \underline{\quad} = 57$
- A pupil can recognise and explain when a group of objects can be shared equally and when it cannot
- Pupils can solve word problems involving more than 1 step
- A pupil can find a half of a shape number or quantity and explain that each part must be equal
- A pupil can identify which of a selection of o'clock and half past times will occur next
- A pupil can arrange 4 containers of different sizes according to mass, or capacity
- Pupils can spot 2D shapes in the faces of 3D shapes.

## Year 2

### Expected

- Can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. Know that  $7 + 3 = 10$ , then  $17 + 3 = 20$
- Can add and subtract 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate and explain their method using concrete apparatus or pictorial representations
- Can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins)
- Can identify  $1/3$ ,  $1/4$ ,  $1/2$ ,  $2/4$ ,  $3/4$  of a length, shape, set of objects or quantity and knows that all parts must be equal parts of the whole
- Can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note)
- Can read and draw hands on the time on the clock to the nearest 15 minutes
- Can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square)
- Read scales in divisions of ones, twos, fives and tens

### Greater Depth

- Can work in a systematic, logical way to find patterns, generalise and justify mathematical thinking
- Can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given and estimate points in between
- Can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5)
- Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. E.g. solve more complex missing number problems (e.g.  $14 + \square = 17$ ;  $14 + \Delta = 15 + 27$ )
- Can solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)
- Can read and draw on hands to show the time on the clock to the nearest 5 minutes
- Can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them)



# Skills Map for Maths

## Year 3

### Expected

- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and words
- Count in multiples of 4, 8, 50 and 100
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three digit number (hundreds, tens, ones)
- Solve number problems and practical problems involving place value
- Add and subtract numbers mentally, including: a 3 digit number and ones, a 3 digit number and tens, a 3 digit number and hundreds
- Add and subtract numbers with up to 3 digits using formal written methods of column addition and subtraction – see school calculation policy
- Solve problems including missing number problems using number facts, place value and more complex addition and subtraction
- Recall and use multiplication and division facts for the 3, 4 and 8 times tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods
- Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions and fractions with the same denominators
- Add and subtract fractions with the same denominator within one whole
- Measure, compare, add and subtract: lengths (m/cm/mm): mass (kg/g) volume/capacity (l/ml) including measuring the perimeter of simple 2D shapes
- Add and subtract amounts of money to give change using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from 1 to X11 and 12 hour and 24 hour clocks
- Record and compare time in respect to seconds, minutes and hours
- Know the number of days in a month, the number of months in a year and the number of days in a year – including a leap year
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn: identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Interpret and present data using bar charts, pictograms and tables, including solving one step and 2 step questions using information presented in scales bar charts and pictograms and tables
- Draw 2D shapes using mathematical language
- Recognise 2D and 3D shapes in different positions and orientation and describe them

### Greater Depth

- Can work in a systematic, logical way to find patterns, generalise and justify mathematical thinking
- Can reason and represent place value in different ways using mathematical language
- Pupils can partition a 3-digit number and use that to work out its complement to 1000, explaining their reasoning using the language of place value
- Can calculate mentally using efficient strategies
- Pupils can solve missing numbers problems such as  $384 = 171 + ?$
- Can use formal methods to solve problems, including multi-step and apply skills to create own multi-step problems using mathematical language:
- Pupils can solve problems such as 'A fish weighs 50g, another fish weighs 8 times as much, how much does the larger fish weigh?'
- *Pupils can solve problems such as, 'Dad drives a truck. Last week he drove 267 miles on Monday, 186 on Tuesday and 198 on Wednesday. This week Dad drove 282 miles in total. What is the difference in mileage between this week and last week.'*
- Can recognise relationships between fractions and decimals and express them as equivalent quantities
- Jimmy has 6 marbles. This is 0.4 or  $\frac{2}{5}$ s of the total number. What is the total number of marbles
- Can calculate using fractions and decimals
- Calculate  $\frac{2}{4} + \frac{3}{4} = \frac{5}{4}$  and  $\frac{5}{4} - \frac{3}{4} = \frac{2}{4}$ . They realise that  $\frac{5}{4}$  is greater than one and can suggest ways to record this
- Can calculate with measures (time, capacity, length, mass)
- 6 toy cars balance 2 dolls. 4 dolls balance 1 toy robot. If the robot weighs 3 kg, what does each toy car weigh?
- Can use mathematical reasoning to compare angles
- Can you draw a quadrilateral with: 1 right angle? 2 right angles? 5 right angles? No right angles?
- Can you draw a triangle with 1 right angle? 2 Right angles?
- Are some of these are impossible, can you explain why?



# Skills Map for Maths

## Year 4

### Expected

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Order and compare numbers beyond 1000, including up to 2 decimal places
- Find a 100 more or less than a given number
- Recognise the place value of each digit in a four digit whole number
- Round any number to the nearest 10, 100 or 1000
- Read roman numerals up to 100
- Add and subtract numbers up to 4 digit using formal written methods – see school calculation policy
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why
- Recall multiplication and division facts of multiplication tables up to 12 x 12
- Multiply 2 and 3 digit numbers by 1 digit number using a formal written layout – see school calculation policy
- Recognise and show, using diagrams (e.g fraction walls), common equivalent fractions, including adding and subtracting fractions
- Can find fractions of a given quantity
- Count up and down in hundredths: recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten, including representing as a decimal
- Round decimals with one decimal place to the nearest whole number
- Solve simple measure and money problems involving fractions and decimals to two decimal places, including formal column method where appropriate
- Convert between different units of measure (kilometre to metre: hour to minute)
- Solve problems involving converting time between analogue and digit 12 and 24 hour clocks
- Compare and classify geometric shapes, using the language of orientation, including quadrilaterals and triangles, based on their properties and sizes, including Identifying acute, obtuse angles and right angles
- Measure and calculate the perimeter and area of rectilinear shapes – including squares in m and cm
- Identify lines of symmetry in 2D shapes presented in different orientations
- Plot specified points and draw sides to complete a given polygon
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
- Describe and plot positions on 2D grids as co-ordinates, including describing movements as translation

### Greater Depth

- Can work in a systematic, logical way to find patterns, generalise and justify mathematical thinking.
- Can reason about place value:
  - *How many different ways can you write 5510. Pupils suggest ways such as 551 tens, 55 hundreds and 1 ten 5510 ones*
  - *Arrange the digit cards 1 4 5 and 8 to make the number closest to 6000 and can justify their choice using the language of place value.*
- Can calculate mentally using efficient strategies
- *Write 3 calculations in which you would use mental calculation strategies and 3 where you would apply a column method and explain the decision you made with each calculation*
- *Can work out  $345 \times 6$  mentally by calculating  $300 \times 6$  is 1800  $40 \times 6$  is 240 and  $5 \times 6$  is 30 to get 2070*
- Can apply formal methods to solve multi-step problems:
- *Sarah buys 5 pens at £1.25 each, 3 pencils at 38p each and a ruler for 85p. How much change does she get from £10?*
- Can recognise relationships between fractions and decimals and express them as equivalent quantities
  - *Can you order these decimals and fractions on a number line? 0.35  $\frac{3}{4}$  0.5  $\frac{1}{5}$   $\frac{4}{9}$*
  - Can calculate using fractions and decimals:
  - *A soup recipe uses  $\frac{3}{4}$  as many onions as carrots. Jo is making the soup and has 8 carrots. How many onions does Jo use? Explain how you worked out the number of onions? Did you use the same method each time?*
- Can substitute values into a simple formula to solve problems
- $3 \times a + 2 = 17$  What is the value of  $a$ ?
- Can calculate with measures (time, capacity, length, mass)
- *Converting and ordering across a range of measures*
- Can use mathematical reasoning to compare and order angles
- Can compare angles in order to decide whether a polygon is regular

# Skills Map for Maths

## Year 5

### Expected

- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit, including up to 3 decimal places
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10,000 and 100,000, including rounding to the nearest whole number and one decimal place
- Interpret negative numbers in context
- Count forwards and backwards with positive and negative whole numbers, including through zero
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) – solve multi-step problems
- Add and subtract whole numbers with more than 4 digits mentally
- Solve problems involving multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Including prime numbers, composite numbers, squares and cubes
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (See calculation policy)
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Compare and order fractions whose denominators are all multiples of the same number
- Read and write decimal numbers as fractions
- Recognise fractions and decimal equivalents of percent
- Read, write, order and compare numbers with up to three decimal places
- Solve problems which require knowing percentage and decimal equivalents of a half, quarter, a fifth, two fifths and four fifths and those fractions with a denominator of a multiple of 10 or 25
- Recognise mixed numbers and improper fractions and convert them from one form to the other
- Add and subtract fractions with the same denominators and with denominators with the same multiples
- Multiply proper fractions and mixed numbers by whole numbers
- Convert between different units of metric measure (k/m) (cm/ml) (g/kg) (l/ml)
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares) and including using standard units, square cm and square m and estimate the area of irregular shapes
- Estimate and identify the volume
- Draw given angles and measure them in degrees
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles, including finding missing lengths and angles
- Identify angles at a point, straight line and a quarter turn
- Identify and describe and represent the position of shapes after reflection and translation
- Identify 3D shapes from 2D representations
- Complete, read and interpret information in tables, including timetables and line graphs- identifying patterns and trends

### Greater Depth

- Can work in a systematic, logical way to find patterns, generalise and justify mathematical thinking
- Can reason and represent place value in different ways using mathematical language
- *Pupils can work the connection between finding the difference between negative numbers and subtracting them*
- Can calculate mentally using efficient strategies
- *Pupils can write a variety of calculations derived from  $15 + 63 = 78$  and generalize to describe further calculations*

$$20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$$

- Can use formal methods to solve problems, including multi-step
  - *Sam and Tom have £67.80 between them. If Sam has £6.20 more than Tom, how much does Tom have?*
  - Can solve problems between fractions and decimals and percentages and express them as equivalent quantities
  - *Jack and Jill each go out shopping. Jack spends  $\frac{1}{4}$  of his money. Jill spends 20% of her money. Frank says Jack spent more because  $\frac{1}{4}$  is greater than 20%. Alice says you cannot tell who spent more. Who do you agree with, Frank or Alice? Explain why?*
  - *Using the numbers 3 4 5 and 6 makes this sum have the smallest possible answer:*
  - *I spent  $\frac{3}{5}$ s of my money and had £1.40 left to buy lunch. How much money did I have to begin with?*
  - Can substitute values into a simple formula to solve problems
  - Find the perimeter of a rectangle or the area of a triangle
  - A rectangle has a perimeter of 20. What is the largest possible area it could have?
  - Can calculate with measures (time, capacity, length, mass)
  - True or false?  $1.5\text{kg} + 600\text{g} = 2.1\text{kg} + 300\text{g}$
- $$32\text{ cm} + 1.05\text{m} = 150\text{ cm} - 0.13\text{ m}$$
- $$\frac{3}{4}\text{ L} + 0.05\text{ L} = \text{half of } 1.6\text{ L}$$
- Explain your reasoning
- Can apply angle properties in different contexts
  - The pupil can construct a triangle with angles of 48 degrees 60 degrees and 72 degrees and draw any rectilinear shape, with given dimensions, to the nearest millimetre

### Expected

### Greater Depth

- Can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + 9 \div 10$ ;  $28.13 = 28 + 0.03$ )
- Rounding any whole numbers to a given degree of accuracy
- Use negative numbers in context including calculating intervals across zero
- Perform mental calculations including mixed operations and large numbers, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ )
- Can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long; how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?) Follow calculation policy
- Use knowledge of the order of operations to carry out calculation using the four operations (BODMAS)
- Can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake)
- Express a remainder as a decimal or fraction
- Add and subtract fractions with different denominations and mixed numbers
- Multiply pairs of proper fractions and divide fractions by whole numbers
- Use common factors to simplify fractions, compare and order fractions including fractions greater than one
- Can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $11 \frac{2}{3} + 3 \frac{4}{5}$ ;  $7 \frac{9}{10}$  of 108;  $0.8 \times 70$ ).
- Can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfies an equations with 2 unknown
- Enumerate possibilities of combinations of 2 variables
- Can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- Convert between miles and km
- Calculate and compare volumes of cubes and cuboids
- Solve problems involving ratio and scale factor
- Can reason why shapes with the same area can have different perimeters (and vice versa)
- Calculate areas of parallelograms and triangles
- Can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles)
- Draw 2D shapes using given angles and dimensions
- Illustrate and name parts of the circle including radius, diameter and circumference
- Interpret, construct and solve problems involving pie charts and line graphs
- Calculate the means as the average
- Draw, translate and reflect points and shapes on a 4 quadrant grid including 2 step questions

- Can work in a systematic, logical way to find patterns, generalise and justify mathematical thinking
- Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems, using mathematical language

# Digital Literacy & Communication



Inspire  
Partnership



# English



Inspire  
Partnership



## English – Reading Year One

### Expected

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)
- Read aloud accurately books that are consistent with their developing phonic
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- With support, predict what might happen on the basis of what has been read (or images seen)
- Check that the text makes sense to them as they read and correct inaccurate reading
- With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know
- Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories
- With help, asking and answering appropriate questions related to text

### Greater Depth

- With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?'
- With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons
- With support make inferences based on what is being said and done

## English – Reading Year Two

### Expected

- Read accurately most words of two or more syllables
- Read most words containing common suffixes\*
- Read most common exception words\*. In age-appropriate books, the pupil can:
- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them
- Discuss and explain their understanding of the meaning of vocabulary in the context of the text
- Answer questions and make some inferences on the basis of what is being said and done
- Asking and answering appropriate questions related to text

### Greater Depth

- Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this
- Make inferences
- With greater confidence, can discuss vocab choices and begin to consider the impact
- Discuss their favourite words and phrases and give reasons for this
- Make links between the book they are reading and other books they have read

## English – Reading Year Three

### Expected

Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

### Greater Depth

Pupils can:

- Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?
- Identify how punctuation adds effect and the impact this has



## English – Reading Year Four

### Expected

Pupils read further exception words & notes the unusual correspondences between spelling and sound. (see English Appendix 1: Spelling)

- Pupils are able to retrieve and record information
- Make predictions justify inferences with evidence
- Draw on contextual evidence to make sense of what is read
- Distinguish between statements of fact and opinion
- Discuss and explain their understanding of the meaning of vocabulary in context
- Deduce characters' feelings, thoughts and motives from their actions
- Comment on how language, including figurative language, is used to contribute to meaning
- Explain and justify personal opinion
- Asking and answering appropriate questions related to text
- Identifying main ideas drawn from more than one paragraph and summarising these
- Make basic comparisons within and across different texts

### Greater Depth

Pupils can:

- Use inference to identify the author's viewpoint and justify with evidence
- Identify use of language and justify opinions using evidence from the text e.g. 'disgraceful' is a good word because it shows he is not impressed
- Can identify how the structure, presentation and punctuation can contribute to the effect of the text

## English – Reading Year Five

### Expected

Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
- Identify themes and conventions through discussion and comment
- Discuss and explain their understanding of the meaning of vocabulary in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Express views formed through independent reading and books that are read to them, explaining personal opinions
- Are able to make comparisons within and across different texts
- Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph

### Greater Depth

Pupils can:

- Use generally relevant textual references or quotations (PEE)
- Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...

## English – Reading Year Six

### Expected

### Greater Depth

The pupil can:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Retrieve and record information
- Predict what might happen from details stated and implied
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Make comparisons within and across books
- Summarise main ideas, identifying key details and using quotations for illustration
- Asking and answering appropriate questions relating to text

Pupils can:

- Identify key details using quotations for illustration (Point, Explanation, Evidence)
- Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text

## English – Writing Year One

### Expected

### Greater Depth

#### The pupil can, after discussion with the teacher:

- Sequence sentences to form short narratives
- Punctuate sentences using a capital letter and a full stop mostly correctly
- Use conjunctions to join clauses e.g. 'and'
- Leave spaces between words
- Use a capital letter for the personal pronoun 'I'
- Use a capital letter for names of people, places, the days of the week mostly correctly
- Spell words containing each of the 40+ phonemes already taught mostly accurately
- Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

#### The pupil can, after discussion with the teacher:

- Link sentences together with increasing fluency to form a short narrative
- Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately
- Draw on stories they know to inform their language and sentence structure in their writing
- Reread writing and make appropriate revisions so that the word choices are effective

## English – Writing Year Two

### Expected

### Greater Depth

#### The pupil can, after discussion with the teacher:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- Spell many common exception words \*
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of letters

#### The pupil can, after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proofreading corrections to their own writing
- Use the punctuation taught at Key Stage 1 mostly correctly  
^
- Spell most common exception words \*
- Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) \*
- Use the diagonal and horizontal strokes needed to join some letters

## English – Writing Year Three

### Expected

### Greater Depth

#### The pupil can:

- Write effectively for a range of purposes and audiences, using appropriate language
- In narratives, develop settings, characters and plot
- Include dialogue in narrative, punctuated with inverted commas
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although
- Use adverbs and prepositions to express time and cause
- In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession
- Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list
- Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones
- Use legible, joined handwriting

#### The pupil can:

- Use sentences which enhance meaning through specific vocabulary and language choices
- Show some awareness of purpose through selection of relevant content and an attempt to interest the reader
- Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively

## English – Writing Year Four

### Expected

### Greater Depth

#### The pupil can:

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader
- In narratives, describe settings and characters, using a range of descriptive devices
- Include correctly punctuated dialogue in narrative
- Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions
- Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices
- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
- Use legible, joined handwriting

#### The pupil can:

- Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis
- Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)
- Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader
- Choose language used in dialogue effectively to convey characters thoughts and feelings

## English – Writing Year Five

### Expected

### Greater Depth

#### The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures
- Include dialogue within narratives to develop characters
- Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun
- Begin to manipulate sentence structure for effect
- Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists
- Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum
- Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught
- Use a dictionary to check the spelling of more uncommon or ambitious vocabulary
- Maintain legible, joined handwriting

#### The pupil can:

- Manage shifts in viewpoint within a piece of writing with careful selection of language
- Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices
- Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader
- Use the passive and active voice appropriately to control the level of formality of a piece of writing
- Use a range of punctuation to enhance meaning



## English – Writing Year Six

### Expected

### Greater Depth

#### The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the Year 5/6 spelling list\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

#### The pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register \*\*
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity ^

## Speaking and Listening

### Early Years

### Year 1

### Year 2

### Year 3

#### Listening to Others

- Listen attentively in a range of situations
- Listen to stories, accurately anticipating key events
- Respond to what they hear with relevant comments, questions or actions
- Give their attention to what others say and respond appropriately, while engaged in another activity
- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Develop their own narratives and explanations by connecting ideas or events.

#### Talking to and with others

- Develop ideas and feelings through sustained
- Speaking turns
- Organise talk to help the listener, with overall structure evident
- Adapt language and non-verbal features to suit content and audience
- Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- Attempt different roles and responsibilities in pairs or groups
- Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios

#### Talking to and with others

- Recount experiences and imagine possibilities,
- Often connecting ideas vary talk in simple ways to gain and hold attention of the listener
- Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts
- Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups

#### Talking about talk

- Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios
- Show awareness of ways in which speakers vary talk, and why,

#### Talking to and with others

- Express feelings and ideas when speaking about matters of immediate interest
- Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts
- • Understand and engage with the speaker ,demonstrating attentive listening
- • Engage with others through taking turns in pairs and small groups

#### Talking about Talk

- Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement
- Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

## Speaking and Listening

### Year 4

#### Talking to and with others

- Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context

#### Talking with in role play and drama

- Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas
- Take on straightforward roles and responsibilities in pairs and groups

#### Talking about talk

- Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario
- Show understanding of how and why language choices vary in their own and others' talk in different situations

### Year 5

#### Talking to and with others

- Express and explain relevant ideas and feelings ,with some elaboration to make meaning explicit
- Shape talk in deliberate ways for clarity and effect to engage the listener
- Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience ,purpose, and context
- Recognise significant details and implicit meanings, developing the speaker's ideas in different ways

#### Talking within role play and drama

- Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
- Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt
- different roles and scenarios

#### Talking about talk

- Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

### Year 6

#### Talking to and with others

- Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener
- Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands
- Engage with complex material making perceptive responses, showing awareness of the speaker's
- aims and extending meanings

#### Talking within role play and drama

- Adopt group roles and responsibilities independently, drawing ideas together and
- promoting effective discussion

#### Talking about talk

- Demonstrate empathy and understanding through flexible choices of speech, gesture, and
- movement, adapting roles convincingly to explore ideas and issues
- Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

## Early Years Computing

### Problem Solving and Logical Thinking

- Can they explore and interact with their environment using a range of equipment? (e.g. using a camera to take photos, using an iPad to record videos)
- Can they recognize simple icons, buttons or shortcuts?
- Can they use appropriate icons, buttons or shortcuts to complete an action?
- Can they explore the functions of a simple programming tool? (e.g. beebot)
- Can they begin to plan and test instructions?

### Creative Content

- Can they use available applications and software to create original content?

### Digital Literacy

- Can they collect information using ICT? (e.g. take photographs, voice recordings, text)
- Can they recognise and use simple keyboard commands (space bar, enter, delete and backspace)?
- Can they input collected material into simple applications and programs?
- Can they understand the appropriate vocabulary according to equipment available?

#### E Safety

- Do they understand how to identify age appropriate content?
- Can they act if they find something they are unsure of (including identifying people who can help)?

## Early Years Greater Depth

- Can they follow and evaluate a set of instructions (simple algorithm)?

- Can they save or capture and retrieve their original content?

- Can they use the keyboard for a purpose? (e.g. to type a sentence or story)

## Year 1 Computing

### Problem Solving and Logical Thinking

- Can they create a simple series of instructions - left and right?
- Can they record their routes?
- Do they understand forwards, backwards, up and down?
- Can they put two instructions together to control a programmable device?
- Can they begin to plan and test their instructions?

### Creative Content

- Can they create original content using digital technology?
- Can they use digital technology to store and retrieve content?

#### E Safety

- Do they know that personal information should not be shared online?
- Can they act if they find something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?

### Digital Literacy

- Do they recognise the different forms of digital communication (e.g. emails address, twitter handle etc)?
- Can they understand the appropriate vocabulary according to equipment available?
- Can they develop awareness and use of keyboard layout and use navigation skills appropriately (e.g. backspace, enter, spacebar, mouse)?

## Year 1 Greater Depth

- **Can they use and apply logical thinking to solve a problem involving programming?** (e.g. programming a BlueBot with a missing direction button)

- **Can they use digital technology to organise and edit content?** (e.g. text in an app, editing images)

- **Can they apply their navigational skills for a specific function or purpose?** (e.g. capturing a photo in the Camera app and importing this into another appropriate app)

## Year 2 Computing

### Problem Solving and Logical Thinking

- Can they predict the outcomes of a set of instructions?
- Can they program using sequences of instructions to implement an algorithm?
- Can you create an algorithm for your partner to debug?
- Can they test and amend a set of instructions?

### Creative Content

- Can they find information on a website?
- Can they use a web page as a resource?
- Can they experiment with drawing tools, text, pictures and animation to create content (e.g. presentation, eBook)?
- Can they create content (e.g. presentation, video, animation) in a small group and record the narration?

#### E Safety

- Can they recognise advertising on websites and learn to ignore it?
- Can they begin to evaluate websites and know that everything on the internet is not true?

### Digital Literacy

- Can they communicate safely online (e.g. reply to email, respond to tweet)?
- Can they create, edit and format text (insert/delete words, use bold/italics/underline)?

## Year 2 Greater Depth

- **Can they appreciate that some algorithms are more efficient than others and use methods of efficiency to test these?** (e.g. most efficient method to enable a sprite to move left and right along the x axis or up and down along the y axis)
- **Can they use digital technology to create, organise and edit a range of content for a specific purpose using an appropriate app?**
- **Can they consider how text is presented and formatted and adapt this to suit the purpose of a document?**

# Skills Map for Digital Literacy & Communication

## Year 3 Computing

### Problem Solving and Logical Thinking

- Can they experiment with variables to control models?
- Can they give an on-screen robot directional instructions (e.g. 90/45 degree turns)?
- Can they write more complex programs (leading to varying outcomes)?
- Do they understand input and output?
- Can they use commands to draw a shape (e.g. square, rectangle and other regular shapes on screen)

### Creative Content

- Can they use editing software to manipulate media (e.g. crop, add effects, manipulate audio)?
- Can they manipulate sound?
- Can they combine text, images and sounds and show awareness of audience?

#### E Safety

- Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?

### Digital Literacy

- Can they open and send an attachment?
- Can they find relevant information by browsing a menu?
- Can they search for an image, then copy and paste it into a document?
- Can they copy and paste text into a document?
- Do they know how to manipulate text (e.g. underline text, centre text, change font and size)?
- Can they save files (e.g. word doc, pictures) to an appropriate folder?

## Year 3 Greater Depth

- **Can they recognise the impact of keyword choice on search engine results?** (e.g. results ranked according to relevance or reliability of content and credibility of sources)
- **Can they use a range of block code to identify and evaluate the most efficient and appropriate use?** (e.g. events, motion, sensing, sound, control)
- **Can they evaluate content (created/researched) against a given goal?** (e.g. research used to create a narration for a

## Year 4 Computing

### Problem Solving and Logical Thinking

### Creative Content

### Digital Literacy

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Can they use repeat instructions to draw regular shapes on screen, using commands?</li> <li>• Can they experiment with variables to control models?</li> <li>• Can they make turns specifying the degrees?</li> <li>• Can they make accurate predictions about the outcome of a program they have written?</li> <li>• Can they give an on-screen robot specific directional instructions that takes them from x to y?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they capture images using a range of devices (e.g. webcams, screen capture, scanning, visualiser and internet)?</li> <li>• Can they select media to download, import or export?</li> <li>• Can they copy graphics from a range of sources and paste into a desktop publishing program?</li> <li>• Can they insert media into a presentation (image, video, audio)?</li> <li>• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> <li>• Can they create a presentation that is aimed at a specific audience?</li> </ul> <p>E Safety</p> <ul style="list-style-type: none"> <li>• Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they identify the benefits of ICT to send messages and to communicate?</li> <li>• Can they use the automatic spell checker to edit spellings?</li> <li>• Can they use a search engine to find a specific website?</li> <li>• Do they know how to manipulate text (e.g. underline text, centre text, change font and size)?</li> <li>• Can they navigate using an internet browser (e.g. use tabbed browsing to open two or more web pages at the same time, open a link to a new window)?</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Year 4 Greater Depth

- **Can they design and create content on a computer in response to a given goal, paying attention to the needs of a known audience?**  
(e.g. digital artwork linked to their topic, themes or core text)
- **Can they give reasons for errors in programs and explain how they have corrected these through decomposition and debugging?**
- **Can they explain an algorithm using sequence, repetition and selection in their own words?**



# Skills Map for Digital Literacy & Communication

## E-safety

### Knowledge & understanding

- Do they understand the need for rules to keep them safe when exchanging learning and ideas online?
- Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?
- Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?
- Can they use strategies to verify information, e.g. cross-checking?
- Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?
- Do they understand that copyright exists on most digital images, video and recorded music?
- Do they understand the need to keep personal information and passwords private?
- Do they understand that if they make personal information available online it may be seen and used by others?
- Do they know how to respond if asked for personal information or feel unsafe about content of a message?
- Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?
- Do they know how to report an incident of cyber bullying?
- Do they know the difference between online communication tools used in school and those used at home?
- Do they understand the need to develop an alias for some public online use?
- Do they understand that the outcome of internet

### Skills

- Do they follow the school's safer internet rules?
- Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?
- Can they begin to identify when emails should not be opened and when an attachment may not be safe?
- Can they explain how to use email safely?
- Can they use different search engines?

## Year 5 Computing

### Problem Solving and Logical Thinking

### Creative Content

### Digital Literacy

- |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Can they combine sequences of instructions and procedures to turn devices on or off?</li> <li>• Do they understand input and output?</li> <li>• Can they explore 'What is' questions by playing adventure or quest games?</li> <li>• Can they plan a solution to a problem using decomposition (e.g. developing a computer game, creating a website)?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they listen, download, produce and upload a variety of broadcast media (e.g. live streaming, podcast)</li> <li>• Can they manipulate sounds using audio editing software (e.g. Audacity)?</li> <li>• Can they select music from a variety of sources and incorporate it into multimedia presentations?</li> <li>• Can they work on simple film editing?</li> <li>• Can they use a range of presentation applications?</li> <li>• Can they use technology to capture a range of multimedia.?</li> <li>• Can they make a home page for a website that contains links to other pages?</li> <li>• Can they prepare and then present a simple film? (e.g. Storyboarding and then filming/editing).</li> </ul> <p>E Safety</p> <ul style="list-style-type: none"> <li>• Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>• Do they understand they should not publish other people's pictures or tag them on the internet without permission?</li> <li>• Do they know that content put online is extremely difficult to remove?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they conduct a video chat with someone elsewhere in the school or in another school?</li> <li>• Can they use bullets and numbering tools?</li> <li>• Can they use a search engine using keyword searches?</li> <li>• Can they compare the results of different searches?</li> <li>• Can they download a document and save it to the computer?</li> <li>• Can they decide which sections are appropriate to copy and paste from at least two web pages?</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Year 5 Greater Depth

- **Can they create a multimedia project that contains an appropriately selected range of media?** (e.g. audio, video clips)
- **Can they save an image using a range of commands?** (e.g. 'control' and 'save image as' or 'drag and drop to 'downloads' folder)
- **Can evaluate content according to its effectiveness and impact on a target audience?**
- **Can they write programs that have sequences, repetitions and variables?** (e.g. creating a scoring system as part of a Scratch game)
- **Do they consider audience when editing media and justify their choices?**

## Year 6 Computing

### Problem Solving and Logical Thinking

- Can they explain how an algorithm works?
- Can they detect errors in a program and correct them?
- Can they explore 'what if' questions by planning different scenarios for controlled devices?
- Can they use input from sensors to trigger events? (Wedo Lego, Makey Makey)
- Can design, write and debug their own computer control application?

### Creative Content

- Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)?
- Can they add special effects to alter the appearance of a graphic?
- Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)?
- Can they make an information poster using their graphics skills to good effect?
- Can they present a film for a specific audience and then adapt same film for a different audience?
- Can they create a sophisticated multimedia presentation?

#### E Safety

- Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?
- Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?

### Digital Literacy

- Can they conduct a video chat with people in another country or organisation?
- Can they contribute to discussions online?
- Can they use a search engine using keyword searches?
- Can they confidently choose the correct page set up option when creating a document?
- Can they confidently use text formatting tools, including heading and body text?
- Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?

## Year 6 Greater Depth

- **Can they incorporate images within a document or project where appropriate, using the most effective text wrapping formats within documents?** (e.g. selecting 'wrap to text' or layering images in the Photoshop app)
- **Can they compare the information provided on two tabbed websites looking for bias and perspective?** (e.g. evaluating the source of content, reliability and credibility of content, sharing information on secure and encrypted websites)
- **Can they apply a range of logical and computational thinking to program robotics and simulate this using an appropriate?**

## E-safety

### Knowledge & understanding

- Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?
- Do they understand the potential risk of providing personal information online?
- Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
- Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
- Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?
- Do they understand that some messages may be malicious and know how to deal with this?
- Do they understand that online environments have security settings, which can be altered, to protect the user?
- Do they understand the benefits of developing a 'nickname' for online use?
- Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?
- Do they know that it is unsafe to arrange to meet unknown people online?
- Do they know how to report any suspicions?
- Do they understand they should not publish other people's pictures or tag them on the internet without permission?
- Do they know that content put online is extremely difficult to remove?
- Do they know what to do if they discover something malicious or inappropriate?

### Skills

- Do they follow the school's safer internet rules?
- Can they make safe choices about use of technology?
- Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?
- Can they create strong passwords and manage them so that they remain strong?
- Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?
- Can they competently use the internet as a search tool?
- Can they reference information sources?
- Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
- Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

## Key Stage 1 Modern Foreign Languages

### Listening and responding

### Speaking

### Reading and responding

### Writing (pictures used to support)

- Do they understand simple classroom commands? e.g. *Ecoutez, Regardez, Levez-vous, Trouvez un partenaire, Asseyez-vous*
- Do they understand short statements? e.g. *Bonjour, Au revoir, Weather*
- Do they understand simple questions? e.g. *Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...*
- Do they understand clearly spoken speech? May need a lot of help, e.g. gesture and repetition.

- Can they answer with a single word? e.g. Their name, their age, colours, day, month)
- Can they answer with a short phrase? eg. *merci, oui, non merci, au revoir, déjeuner svp,*

*Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.*

- Can they read and understand a single word? e.g. *Incidental language linked to colours, classroom objects, places*

*Presented in clear script in familiar context. May need visual cue (pairs game/flashcards/labels).*

- Can they copy a single word correctly? e.g. words for colours, animals,
- Can they label items with a single word?
- Can they choose the right words to complete a phrase?
- Can they choose the right words to complete a short sentence (cloze text)?

## Year 3 Modern Foreign Languages

### Listening and responding

### Speaking

### Reading and responding

### Writing

- Do they understand a range of familiar statements already taught?
- Do they understand a range of familiar questions?
- Can they repeat and sing well-known French songs?

- Can they give short and simple responses to what they see and hear? e.g. Conversational French including greetings, number responses, taught vocab, colours, what's the date?
- Can they name and describe people? e.g. *Il/elle s'appelle.../Il est... using adjectives; il a sept ans*
- Can they name and describe simple classroom objects/colours?
- Can they use (set) phrases?

- Can they read and understand single words and short phrases?
- Can they read aloud single words and phrases?
- Can they use books or glossaries to find the meanings of new words?

- Can they copy a short familiar phrase?
- Can they write or word-process set phrases we use in class?

*May need items repeated.*

*Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.*

*When they write familiar words from memory their spelling may be approximate.*

## Year 4 Modern Foreign Languages

### Listening and responding

- Do they understand short passages made up of familiar language?
- Do they understand instructions, messages and dialogues within short passages?
- Can they identify and note the main points and give a personal response on a passage?

### Speaking

- Can they have a short conversation where they are saying 2-3 things?  
Conversational, visits, hobbies etc
- Can they use short phrases to give a personal response?
- Can they name and describe places?  
La ville, le sale de classe, l'ecole etc

### Reading and responding

- Can they read and understand short and simple texts using familiar language, already taught?
- Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions)
- Can they read independently?
- Can they use a bilingual dictionary or glossary to look up new words?

### Writing

- Can they write 2-3 short sentences on a familiar topic?
- Can write simple opinions

*Spoken at near normal speed with no interference. May need short sections repeated.*

*Short passages to retrieve information.*

*Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.*

*They write short phrases from memory and their spelling is readily understandable.*

# Skills Map for Digital Literacy & Communication

## Year 5/6 Modern Foreign Languages

### Listening and responding

### Speaking

### Reading and responding

### Writing

- Do they understand short passages made up of familiar language by responding to simple retrieval questions?  
Matching texts to images/speech bubbles
- Do they understand instructions, messages and dialogues within short passages?  
Matching texts to images/speech bubbles
- Can they identify and note the main points and give a personal response on a passage?

- Can they have a short conversation where they are saying 3-4 things?
- Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases?  
Il, elle Pronouns, gender, words in wrong places

- Can they read and understand short texts (including short stories) using familiar language already taught?
- Can they identify and note the main points and give a personal response?
- Can they read independently?
- Can they use a bilingual dictionary or glossary to look up new words?
- Can they use context to work out unfamiliar words?

- Can they write what they like and dislike about a familiar topic?  
J'aime...  
J'adore...  
Je deteste...  
Je n'aime pas...
- Can they use short phrases to give a personal response and/or an opinion?  
Je prefere...  
Je voudrais...

*Spoken at near normal speed with no interference. May need short sections repeated.*

*Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.*

*They write short phrases from memory and their spelling is readily understandable.*





# Finance & Enterprise



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## Early Years Foundation Stage

### The Value of Money

- Do they know that there are different coins and notes?
- Can they name and describe different coins and notes?
- Are they beginning to understand that coins and notes have different values?
- Do they understand the exchange of coins and notes for goods e.g. exchange for coins in a role-play situation such as a class shop?
- Do they know that they can spend money in different places and on different things?

### Spending, Saving and Budgeting

- Can they choose a safe place to keep their money? E.g. purse or money box.
- Can they make simple choices about saving some of their money?
- Can they make simple choices about spending some of their money?
- Are they beginning to understand that people may make different choices about how to spend money?

### Using Money Effectively

- Are they beginning to recognise that they will need to use money in different ways?
- Can they name different ways money can be used? E.g. saving, spending, giving
- Are they beginning to understand why money is used?

## Key Stage One

### The Value of Money

- Can they recognise the coins and notes that we use?
- Can I recognise and choose the correct value of coins to use and calculate change?
- Do they understand that different countries use different coins and notes?
- Can they pick out foreign coins from a selection and discuss them?
- Do they understand the exchange of coins and notes (and other forms – cards/vouchers) for goods e.g. exchange for coins in a role-play situation such as a class pizzeria?
- Can they recognise that there are regular and unpredictable sources of money? E.g. earnings and pocket money
- Are they able to talk about things that they may want to spend their money on? E.g. How the class might spend £50 on resources
- Do they recognise that adults also have to spend money on familiar things like household bills and food bills etc.?

### Spending, Saving and Budgeting

- Do they know how we can keep money safe, either by giving it to a responsible adult or by locking it away?
- Are they beginning to understand the importance of keeping financial records? E.g. organise a role-play bank
- Do they know that we have to pay for what we buy?
- Can they consider possible ways of spending money, considering wants and needs?
- Are they aware that they can save money to use later instead of spending it all now?

### Using Money Effectively

- Do they understand the consequences of losing money or having it stolen? e.g. discuss if we lose something that it needs replacing
- Can they choose how to spend money e.g. pock money/class raised money
- Can they begin to talk about the value of money e.g. discuss whether, or in what circumstances £5 is a lot of money?
- Can they recognise how we spend money and that our satisfaction from the purchase may vary? (link to wants and needs)
- Do they understand that there are consequences to having more or less money e.g. What happens if you have no money for sweets? Or the bus home? (link to wants and needs)
- Are they beginning to understand that people have different standards of living in different countries? E.g. find out about different incomes and prices in different countries

## Lower Key Stage Two

### The value of money

- Can they identify different forms of money other than cash (credit and debit cards, vouchers, payments by phone and internet) and how payments are made?
- Can they develop an understanding of how global trade works and some of the consequences eg) Fair Trade
- Do they understand how we get money from work and earnings?
- Do they know that we may get money from benefit payments if there is insufficient or no work?
- Can they identify regular financial commitments eg)house hold expenses?

### Spending, saving and budgeting

- Can they explain how to keep money safe by putting it into an account (bank, building society, post office) to look after ?
- Can they describe the importance of keeping financial records?
- Are they aware of the need to save if there isn't enough money for what we want they want to buy?
- Can they discuss how to use budgets to plan their spending?
- Can they use terms such as budget, expenditure, income and profit?
- Are they aware of the concept of insurance such as car insurance and home insurance?
- Can they illustrate how savings creates money through interest?
- Can they discuss some of the services provided by financial organisations such as loans and mortgages?

### Using money effectively

- Can they decide how to spend money, real or imagined? Eg) What would you do if you were given £10? £100? £1,000? £10,000?
- Can they justify needs and wants and prioritise spending using a limited budget?
- Are they able to assess best buys in a variety of circumstances? Eg) Are the most expensive trainers always worth it?
- Do they know that looking after a budget may include saving money for future wants and needs?
- Are they aware that donations to charity might be included in spending?
- Can they compare standards of living across time and place? Eg) compare earnings and prices nowadays with another period of history.
- Are they able to discuss why a particular charity/country is appealing for international aid? What do they want? How could they help?

## Upper Key Stage Two

### The value of money

- Can they investigate and compare internet and mail order shopping?
- Can they understand the concept of credit e.g. investigate different credit deals?
- Can they understand how global trade works e.g. understanding of chocolate trade line and the incomes of each group?
- Do they understand that we need money for retirement through pensions, how this is paid for, when this happens and why?

### Spending, saving and budgeting

- Can they recognise and discuss the variety of household experiences for example utility bill, credit card bills and insurance?
- Do they understand why money such as tax and pension contributions are?
- deducted from earnings. For example how money is deducted as tax and is used to fund things like schools and hospitals).?
- Do they know about some official financial records, compare bank statements, till receipts, credit card bills?
- Have they developed methods (including ICT) for recording accounts e.g. income spending?
- Are they able to make a plan for budgeting a sum of money for the class?
- Can they develop methods to keep records of budgets and spending (including interest on borrowed money) income, expenditure and profit?

### Using money effectively

- Can they understand the principles of probability and insurance – weighing up likelihood of risks?
- Can they understand the purpose of savings for example research and compare different ways of saving money including ease of access and interest rates?
- Do they know the interest rates for savings and borrowings may change and that they have implications of finances?
- Do they understand the purpose of financial of organisations (including borrowing linked to interest)?
- Do they understand the differences between “good” debit (planned and manageable) and “bad” debit (unplanned and unmanageable). For example investing mobile phone charges on which – on which deal they would you to manage you job?
- Can they assess best buy offers and deal in a range of circumstance? Compare buy on get one free, three for the price of two and half price.
- Can they explain how spending money and are satisfaction from the purchase can vary e.g. how long things last, how well they perform and how long we are still interested in them?
- Do they understand the ethical dimensions of their financial decisions eg: effect of the environment?



# Physical Health & Wellbeing



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# Skills Map for Physical Health & Wellbeing

## Early Years Physical Education

### Physical Skills

- Dress and undress themselves
- Demonstrate spatial awareness
- Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)
- Develop fundamental movement skills (including running, jumping, throwing)
- Identify a target and use effective throwing techniques
- Move creatively using whole body (e.g. dancing, posing, balancing)
- Develop basic strength and flexibility
- Copy and perform basic movements

### Thinking Skills

- Listen to, understand and follow some basic rules
- Show good awareness of personal space
- Watch and comment on what they have seen

### Greater Depth

- Tie shoelaces and fasten buttons
- Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required

### Greater Depth

- Use equipment safely and effectively
- Comment and reflect on their own skills and those of others
- Apply skills in a variety of situations

### Personal Skills

- Develop confidence and resilience
- Describe the differences in the way their body works and feels when playing different games
- Compete fairly showing good sportsmanship

### Health Skills

- Identifies the impact of physical activity on their bodies
- Differentiate between healthy and unhealthy foods

### Greater Depth

- Know that physical exercise is good for them and describe what it feels like

### Greater Depth

- Explain the impact that healthy or unhealthy foods will have on their bodies

# Skills Map for Physical Health & Wellbeing

## Year 1 Physical Education

### Physical Skills

- Develop fundamental movement skills (including running, jumping, throwing and catching)
- Improve running technique and run for longer distances
- Perform a run and jump sequence
- Develop an under and over arm throwing action
- Maintains stillness on different bases of support with different body shapes
- Develop basic strength and flexibility.
- Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required
- Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end

### Thinking Skills

- Develop simple tactics for attacking and defending and ways to score
- Describe some basic rules
- Show good awareness of space and the actions of others
- Watch, describe and comment on what they have seen
- Develop ways to score
- Show good awareness of space and the actions of others

### Greater Depth

- Create and perform a movement phrase with a beginning, middle and end
- Show good awareness of space, apparatus and the actions of others

### Greater Depth

- Carry and set up equipment safely with help
- Apply skills in a variety of situations

### Personal Skills

- Develop confidence and resilience
- Describe the differences in the way their body works and feels when playing different games
- Compete fairly showing good sportsmanship

### Health Skills

- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity

### Greater Depth

- Know running, jumping and throwing is good for them and describe what it feels like

### Greater Depth

- Differentiates between healthy and unhealthy foods



# Skills Map for Physical Health & Wellbeing

## Year 2 Physical Education

### Physical Skills

- Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching)
- Show good awareness of space and the actions of others
- Compete in small sided games fairly showing good sportsmanship
- Develop basic strength and flexibility.
- Run with a good technique at different speeds
- Perform a two footed jump
- Show a good throwing technique and extend accuracy and distance
- Perform basic gymnastic actions with control and coordination

### Thinking Skills

- Show good awareness of space and the actions of others during games
- Use a variety of simple tactics in a small sided game
- Describe some basic rules
- Begin to watch others and focus on specific actions to improve own skills
- Handle apparatus safely and recognise risks involved

### Greater Depth

- Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness
- Know the difference between tension and relaxation in their body
- Throwing accurately and consistently towards a target

### Greater Depth

- Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it

### Personal Skills

- Work and compete individually and with others in a team
- Develop competence
- Develop confidence
- Know playing games is good for them and describe what it feels like
- Know running, jumping and throwing is good for them and describe what it feels like
- Compete fairly showing good sportsmanship

### Health Skills

- Identify physical activities that contribute to fitness
- Recognise the "good health balance" of nutrition and physical activity

### Greater Depth

- Know flexibility, strength and body control is good for them and describe what it feels like.

# Skills Map for Physical Health & Wellbeing

## Year 3 Physical Education

### Physical Skills

- Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching)
- Throw and catch with control when under limited pressure to keep possession and score goals
- Show an awareness of opponents and team mates during games
- Select running speed for appropriate activity
- Make up and repeat a short sequence of linked jumps
- Adapt a gymnastic sequence to include different levels, speeds or directions
- Use more detailed plans and diagrams that take them from familiar to less familiar areas
- Develop gymnastic techniques and transitions

### Greater Depth

- Throw a variety of objects, changing their action for accuracy and distance
- Perform combinations of gymnastic actions using floor, mats and apparatus

### Personal Skills

- Begin to understand the importance of warming up
- Identify that playing extended games improves their stamina
- Compete fairly showing good sportsmanship individually and with others
- Develop competence and confidence
- Recognise when their body is warmer or cooler and when their heart beats faster and slower
- Get changed to and from PE kit independently in 3 minutes

### Greater Depth

- Know and describe the effects of different exercise activities on the body and how to improve stamina

### Thinking Skills

- Show good awareness of space and the actions of others
- Use simple rules fairly and extend them to devise their own games
- Recognise good performances in themselves and others and use what they have learned improve their own work
- Take part in relay activities remembering when to run and what to do

### Greater Depth

- Use ideas they have learned in one task and apply them in another
- Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games
- Explain how others can perform a movement or skill using age-appropriate vocabulary

### Health Skills

- Recognise that strength and suppleness are important parts of fitness
- Develop calming techniques and self-regulate emotions with an adult.

### Greater Depth

- Describes the concept of fitness and provides examples of physical activity to enhance fitness
- Identifies foods that are beneficial for before and after physical

# Skills Map for Physical Health & Wellbeing

## Year 4 Physical Education

### Physical Skills

- Throw and catch with control when under limited pressure to keep possession and score goals
- Change pace, length and direction to outwit their opponent
- Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area
- Perform a range of gymnastic actions with increased consistency and fluency
- Perform a range of jumps showing contrasting techniques and sometimes using a short run up
- Work with a partner to show similar and contrasting actions on the floor and apparatus
- Combine actions and show clarity of shape in longer sequences, alone or with a partner
- Perform dances using a range of movement patterns

### Greater Depth

- Choose and use a range of ball skills with a good degree of accuracy
- Use a variety of techniques and tactics to attack, keep possession and score
- To use a range of throwing and catching styles to beat an opponent

### Personal Skills

- Work and compete individually and with others
- Develop competence
- Develop confidence
- Understand how strength, stamina and speed can be improved by playing games
- Compete in small sided games fairly showing good sportsmanship
- Recognise when their body is warmer or cooler and when their heart beats faster and slower
- Recognise that strength and suppleness are important parts of fitness
- Get changed to and from PE kit independently in 3 minutes

### Greater Depth

- Lead activities and teach to other children

### Thinking Skills

- Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved
- Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others
- Work in cooperative groups to use different techniques, speeds and effort to meet challenges
- Handle apparatus safely and recognise risks involved

### Greater Depth

- Relate different athletic activities to changes in heart rate, breathing and temperature
- Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games
- Develop calming techniques and self-regulate emotions
- Coah peers with assistance from resources
- Suggest suitable ways to increase the challenge in a task

### Health Skills

- Examines the health benefits of participating in physical activity

### Greater Depth

- Discusses the importance of hydration and hydration

# Skills Map for Swimming

Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> <li>• Can they swim between 15 metres unaided?</li> <li>• Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</li> <li>• Can they use a variety of basic arm and leg actions when on their front and on their back?</li> <li>• Can they swim on the surface and lower themselves under water?</li> <li>• Can they take part in group problem-solving activities on personal survival?</li> <li>• Do they recognise how their body reacts and feels when swimming?</li> <li>• Can they recognise and concentrate on what they need to improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim 25 metres keep swimming for 45 to 90 seconds?</li> <li>• Do they use 3 different strokes, swimming on their front and back?</li> <li>• Can they control their breathing?</li> <li>• Can they swim confidently and fluently on the surface and under water?</li> <li>• Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</li> <li>• Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</li> <li>• Can they suggest activities and practices to help improve their own performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim further than <b>50</b> metres?</li> <li>• Can they swim fluently and confidently for over 90 seconds?</li> <li>• Do they use all 3 strokes with control?</li> <li>• Can they swim short distances using butterfly?</li> <li>• Do they breathe so that the pattern of their swimming is not interrupted?</li> <li>• Can they perform a wide range of personal survival techniques confidently?</li> <li>• Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</li> <li>• Can they describe good swimming technique and show and explain it to others?</li> </ul>

# Skills Map for Physical Health & Wellbeing

## Year 5 Physical Education

### Physical Skills

- Use a large range of sending, receiving and travelling techniques in games, with varied control
- Demonstrate a range of throwing actions using modified equipment with some accuracy and control
- Understand and demonstrate the differences between sprinting and distance running
- Demonstrate agility and full-body-control whilst changing direction in a confined space
- Show control in take off activities
- Work cooperatively to put strategies and solutions into action
- Develop and refine orienteering and problem-solving skills when working in groups and on their own
- Perform dances using a range of movement patterns
- Perform combinations of gymnastic actions with different levels, speeds and directions

### Greater Depth

- Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control
- Perform actions, shapes and balances with good body tension and extension

### Personal Skills

- Work and compete individually and with others
- Develop competence
- Develop confidence
- Compete in small sided games fairly showing good sportsmanship
- Recognise that strength and suppleness are important parts of fitness
- Recognise when their body is warmer or cooler and when their heart beats faster and slower
- Get changed to and from PE kit independently in 3 minutes

### Greater Depth

- Design and lead activities and teach to other children

### Thinking Skills

- Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations
- Show good awareness of space and the actions of others
- Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others
- Identify good performances and suggest ideas for practices that will improve their play
- Work in cooperative groups to use different techniques, speeds and effort to meet challenges
- Predict how different activities will affect heart rate, temperature and performance
- Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria

### Greater Depth

- With help, devise warm up and cool down activities and justify their choices
- Know and apply the strategic and tactical principles of various games and adapt them to different situations
- Develop strategies for coaching skills and techniques in others

### Health Skills

- Understand fully why exercise is good for fitness, health and wellbeing
- Develop calming techniques and self-regulate emotions

### Greater Depth

- Designs a fitness plan to address ways to use physical activity to enhance fitness

## Year 6 Physical Education

### Physical Skills

- Use a large range of sending, receiving and travelling techniques in games, with varied control
- Perform skills with greater speed, fluency and accuracy in invasion, striking and net games
- Choose appropriate techniques for specific events
- Choose the best pace for a running event, in order to sustain running and improve their personal target
- Show control and power in takeoff and landing activities
- Show accuracy and good technique when throwing for distance
- Find appropriate solutions to problems and challenges
- Perform dances using a range of movement patterns
- Work with a partner or small group to practice and refine a sequence

### Greater Depth

- Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment
- Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations

### Personal Skills

- Work and compete individually and with others
- Develop competence
- Develop confidence
- Compete in small sided games fairly showing good sportsmanship
- Compete in a range of team events
- Get changed to and from PE kit independently in 2 minutes

### Greater Depth

- Know the importance and types of fitness and how playing games contributes to a healthy lifestyle

### Thinking Skills

- Understand, choose and apply a range of tactics and strategies for defence and attack
- With help, devise warm up and cool down activities and justify their choices
- Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others
- Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology
- Develop strategies for coaching skills and techniques in others

### Greater Depth

- Organise and judge events and challenges well
- Know and apply strategic and tactical principles of a various games and adapt them to different situations
- Apply coaching skills across various games/situations

### Health Skills

- Understand fully why exercise is good for fitness, health and wellbeing
- Identify activities that help develop stamina or power and suggest how some can be used in other types of activities

### Greater Depth

- Designs a fitness plan to address ways to use physical activity to enhance fitness
- Analyses the impact of food choices relative to physical activity, youth sports & personal health

## Growing, Cooking and Nutrition

### Early Years

#### Growing

- Do they understand the life cycle of plants and animals?
- Do they understand that all food comes from plants or animals?
- Can they describe how food makes the journey from *farm to fork*?
- Do they understand what plants need to grow?

#### Cooking

- Are they aware that ingredients are available from a range of sources (shops, markets, grown at home)?
- Can they select and use appropriate tools needed for a recipe?
- Can they use tools effectively and safely?
- Can they identify and use the appropriate ingredients for a recipe?
- Can they complete basic hygiene tasks? (e.g. wash hands)

#### Nutrition

- Do they understand that food is a basic requirement of life?
- Do they understand that we need food to grow, be active and maintain health?
- Can they sort a selection of foods into healthy and unhealthy groups?
- Can they identify and talk about a range of fruits and vegetables?

#### Enjoying Food

- Can they talk about foods they like and dislike with reasons?
- Can they discuss the food that they eat during special occasions or cultural celebrations? (e.g. birthday, Eid, etc.)
- Are they willing to try new foods?

## Growing, Cooking and Nutrition

### Key Stage One

#### Growing

- Do they understand that all food comes from plants or animals?
- Can they sort a number of foods into plant or animal groups?
- Can they give examples of foods from animal sources?
- Can they give examples of foods from plant sources?
- Can they explain how animals are farmed?
- Can they explain how plants are farmed?
- Can they describe how people can grow their own food at home?
- Can they describe how food changes from *farm to fork* to make it safe to eat for some basic foods?

#### Cooking

- Can they recognise a range of basic ingredients?
- Can they explain that ingredients are available from different shops, markets, or grown at home?
- Can they explain that some ingredients need to be prepared before they can be eaten?
- Can they explain that some equipment has a special job and know what that special job is, e.g. colander, peeler?
- Can they use a range of simple equipment?
- Can they use basic cooking skills to make a dish?
- Can they identify that different foods need to be stored differently?
- Can they explain the hygiene and safety rules, which need to be followed before, during and after cooking?
- Can they explain that people eat different food and meals according to the time of day, who they are and the occasion?

#### Nutrition

- Do they understand that food is a basic requirement of life?
- Do they understand that we need food to grow, be active and maintain health?
- Can they talk about foods they like and dislike with reasons?
- Can they sort a selection of foods into the eat-well food groups?
- Can they recognise the 5 groups from the eat-well plate?
- Can they put together a balanced meal by choosing foods from different food groups?
- Do they know that everyone should eat at least 5 portions of fruit and vegetables every day?



## Growing, Cooking and Nutrition

### Key Stage One

#### Food

- Can they combine fruits or vegetables according to their sensory characteristics?
- Can they talk about a range of fruit and vegetables?
- Can they identify a wide variety of fruit and vegetables available which can be grouped and individually named?
- Can they recognise that fruit and vegetables may require treatment before being eaten and know what the treatment is?
- Can they use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions?
- Can they explain that fruit and vegetables have nutritional value and are an important part of our diet?
- Can they consider that food processing can affect appearance, texture, odour and taste of food?

#### Enjoying Food

- Can they explain the important social aspects of food and how families in the past ate?
- Can identify lots of food ingredients that are used around the world?
- Can show a deeper understanding of the country they are studying, their food and customs?
- Can experience food from a different culture and explain their opinion?
- Can explain the part that food plays in special social occasions
- Do they understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun?

## Growing, Cooking and Nutrition

### Lower Key Stage Two

#### Growing

- Can they name the sources of common ingredients found in meals?
- Can they name some foods produced in the UK?  
Can they name some foods produced outside the UK?
- Can they explain the climate and conditions affect when and where food is produced?

#### Cooking

- Do they know that there is a vast range of ingredients used around the world?
- Do they understand that diets around the world are based on similar food groups?
- Do they know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion?
- Can they use the eat-well plate and consider the needs of different people when planning and cooking food?
- Can they suggest and demonstrate healthier ways to prepare and cook foods?
- Can they read and interpret basic nutrition information on food packaging when making choices?
- Can they plan and prepare food appropriate for a range of different occasions?

#### Nutrition

- Do they understand that a range of factors determine what is eaten throughout the world?
- Can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion?
- Do they understand that a variety and balance of food and drink is needed in a healthy diet?
- Can they identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate?
- Understand that different diets may comprise similar raw foods combined in different ways?
- Do they understand the different proportions of the model in relation to their own diet?
- Can they use the eat-well plate when devising meals and menus for themselves and others?

## Growing, Cooking and Nutrition

### Lower Key Stage Two

#### Food

- Can they combine fresh, precooked and processed foods according to their sensory characteristics?
- Can they consider that people have different preferences?
- Can they explore databases that are useful for holding survey information?
- Can they divide food into different groups?  
Can they recognise foods that form a healthy diet?  
Can they explore different combinations of ingredients that
- can affect the taste and texture of the product?
- Can they use appropriate language related to food products?  
Can they explain the importance of hygienic food
- preparation and storage?
- Can they recognise that combinations of ingredients, preparation and cooking can affect the end product?

#### Enjoying Food

- Do they understand the important social aspects of food and how families in the past used to eat?
- Can they explain that lots of food ingredients are used around the world?
- Can they experience food from a different culture and comment on their opinions?
- Can they recognise that diets around the world are based on the 5 food groups?
- Can they use their prior skills to create food for special occasions?

## Growing, Cooking and Nutrition

### Upper Key Stage Two

#### Growing

Can they explain that food goes through basic processes before it reaches us?

Can they explain how that at home we process food to make it edible and safe?

Can they describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat?

#### Cooking

Can they write and follow recipes?

Can they weigh and measure accurately?

Can they select and use the most appropriate ingredients and equipment to plan and cook a range of dishes?

Can they modify existing recipes?

Can they demonstrate an extended range of food skills and techniques?

Can they describe how food can spoil and decay due to the action of microbes, insects and other pests?

Can they explain how to use date marks and food storage instructions on food packaging?

Can they demonstrate good personal hygiene when cooking?

Can they demonstrate good food safety and hygiene when cooking?

#### Nutrition

Do they understand that different types of food provide different amounts of energy?

Can they demonstrate how different amounts of food, known as portions, provide different amounts of energy?

Can they explain that all food and drink provide nutrients?

Can they explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy?

Can they describe how some foods also provide fibre but the body doesn't digest this?

Can they recognise that the amount of energy and nutrients provided by food depends on the portion eaten?

Do they understand that energy is provided by the nutrients, carbohydrates fat and protein?

Can they understand the functions of different nutrients?

Can they recognise the nutrients provided by each section of the eat-well plate?

## Growing, Cooking and Nutrition

### Upper Key Stage Two

#### Food

Can they adapt a recipe by adding or substituting an ingredient?

Can they change ingredients by using a heat source?

Can they recognise that there is a wide variety of food products from different cultural traditions?

Can they recognise that different food products are an important part of a balanced diet?

Can they investigate and evaluate bread products according to their characteristics?

Can they use appropriate vocabulary to describe different food products

Can they compare the processes involved in making different food products – commercial and domestic?

Can they recognise that ingredients have different characteristics?

Do they know that the proportion of ingredients will affect the product?

Can they apply the rules for basic food hygiene and other safe practices?

#### Enjoying Food

Can they recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion?

Do they know about a country and how its customs and culture can affect the food people eat?

Can they describe an experience of trying food from a different culture?

Do they understand how different families eat their meals and know how to use basic cooking skills and equipment to prepare food?

Can they describe their experience the part food has to play in special, social occasions?

# Skills Map for Physical Health and Wellbeing

## Health, Wellbeing and Relationships

### EYFS Skills

- Can they name the main body parts?
- Can they show that family and friends should care for each other?
- Can they identify and respect differences and similarities between people?

### Year 1 Skills

- Can they name the main body parts?
- Can they explain and show that family and friends should care for each other?
- Can they identify and respect the differences and similarities between people?

### Year 2 Skills

- Can they name the main body parts?
- Can they explain and show that family and friends should care for each other?
- Can they identify and respect the differences and similarities between people?

### Year 3 Skills

- Can they recognise and challenge stereotypes?
- Can they recognise the risks and how to behave appropriately
- Can they understand how their body changes over time
- Are they aware of different types of touch

### Outcomes

- To recognise some feelings
- To recognise that their behaviour affects other people, especially when angry
- To know who to ask for help
- To understand that there are different types of families
- To know how the body changes since birth
- To name parts of the body and their uses
- To understand some basic hygiene principles
- To know how to keep clean
- To know how to look after myself

### Outcomes

- To understand there are different types of families
- To know who to ask for help
- To know how I am special
- To understand that babies become children and then adults
- To know how people grow and change
- To know the difference between boy and girl babies
- To understand some basic hygiene principles
- To know how to keep clean
- To know how to look after myself

### Outcomes

- To understand there are different types of families
- To know how I am special
- To know how I belong
- To describe some differences between boys and girls
- To describe how people change over time
- To describe some differences between male and female animals
- To understand basic hygiene
- To know how to look after myself
- To know which parts of me are private

### Outcomes

- To understand how families have different family members
- To identify who to go to for help and support
- To know how I belong
- To understand how to overcome peer pressure
- To understand different kinds of touch and personal space
- To give real life advice and problem solve
- To explore gender stereotypes
- To know the differences between males and females
- To understand how my body changes throughout my life

### Key Vocabulary

Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe

### Key Vocabulary

Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina

### Key Vocabulary

Clean, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body part

### Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina

# Skills Map for Physical Health and Wellbeing

## Health, Wellbeing and Relationships

### Year 4 Skills

- Can they recognise and challenge stereotypes?
- Can they understand how the body changes throughout life?
- Are they aware of puberty?
- Can they recognise the emotional and physical changes of puberty?

### Outcomes

- To understand how families have different family members
- To identify who to go to for help and support
- To know how I belong
- To explore gender stereotypes
- To know the differences between males and females
- To understand how my body changes throughout my life
- To understand what puberty is
- To know about the physical and emotional changes of puberty
- To understand that each person experiences puberty differently

### Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy

### Year 5 Skills

- Can they recognise and challenge stereotypes?
- Can they understand how the body changes throughout life?
- Are they aware of puberty?
- Can they recognise the emotional and physical changes of puberty?
- Can they use strategies to cope with changes?

### Outcomes

- To understand how families have different family members
- To identify who to go to for help and support
- To know how I belong
- To explore gender stereotypes
- To understand how my body changes throughout my life
- To know how to keep clean
- To understand and describe different coping strategies
- To explore how the body changes throughout puberty
- To understand what hormones are

### Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones

### Year 6 Skills

- Can they recognise and challenge stereotypes?
- Can they understand how the body changes throughout life?
- Are they aware of puberty?
- Can they recognise the emotional and physical changes of puberty?
- Are they aware of risks and how to deal with them?

### Outcomes

- To understand what hormones are
- To explore different strategies to deal with changes
- To explain physical changes in males and females (periods, puberty)
- To be able to identify some risks in specific situations
- To be able to identify what influences their decisions
- To understand how self confidence, communication skills and assertiveness can help them to keep safe

### Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision

## Mental Health

### Early Years

- Can they demonstrate a commitment to their own personal growth? (e.g. use growth mindset language)
- Can they effectively identify and label a range of emotions?
- Can they talk about how they and others show feelings?
- Can they talk about their own and others' behaviour and consequences?
- Can they talk about the impact that external factors have on their emotions?
- Are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise)

### Key Stage 1

- Can they recognise and celebrate their own strengths?
- Can they set simple but challenging goals?
- Can they use vocabulary to describe good and not so good feelings?
- Can they use simple strategies to manage feelings?
- Can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends)
- Are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety)
- Can they explain why teasing and bullying is wrong and how to get help?
- Can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say?
- Can they explain the difference between secrets and surprises?

### Key Stage 2

- Are they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling)
- Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?
- Can they set high aspirations and goals?
- Can they deepen their understanding of good and not so good feelings using appropriate vocabulary?
- Can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement?
- Can they recognise when and how to ask for help?
- Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong?
- Are they aware of how their actions affect themselves and others?
- Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'?

### Upper Key Stage 2

- Are they aware of what positively and negatively affects their physical, mental and emotional health? (including the media)
- Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves?
- Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?
- Can they set high aspirations and goals?
- Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others?
- Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them?
- Are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people?
- Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong?
- Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying?