

A Year 1 Designer

- I can explain to someone else how I want to make my products.
- I can choose appropriate resources and tools.
- I can cut food safely.
- I can use levers and slides in my products.
- I can make my model stronger.
- I can make a simple plan before making.
- I can use my own ideas to make something.
- I can make a model that moves using wheels and axles.

A Year 1 Musician

- I can use my voice to speak, sing and chant.
- I can use instruments to perform.
- I can clap short rhythmic patterns.
- I can make different sounds with my voice and with instruments.
- I can repeat short rhythmic and melodic patterns.
- I can make a sequence of sounds.
- I can respond to different moods in music.
- I can say whether I like or dislike a piece of music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play and sing.

A Year 1 Artist

- I can show how people feel in paintings and drawings.
- I can create moods in art work.
- I can describe what I can see and give an opinion about the work of an artist.
- I can use pencils to create different thickness in drawings.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can ask questions about a piece of art.
- I can create a repeating pattern.
- I can create a clay pot.
- I can cut, roll and coil materials.
- I can use shapes and texture in my work.

A Year 1 Historian

- I can recount the lives of famous people from Britain who lived in the past. I can compare how they were different and the same.
- I can explain how I have changed since I was born.
- I can use words and phrases like: old, new and a long time ago.
- I can spot old and new things in a picture.
- I can give examples of things that were different when my grandparents were children.
- I can explain how some people have helped us to have better lives.
- I can recognise that some objects belong in the past.



A Year 1 Geographer

- I can use maps, globes and atlases to find and name the four countries of the United Kingdom and surrounding seas.
- I can name the capital cities of England, Wales, Scotland and Northern Ireland.
- I can describe and record the features of my school and surrounding area.
- I can use directional language to plan a route using a map.
- I can use geographical words to identify what a town, village, farm house and shops are like.
- I can explain how weather changes.
- I can find where I live and tell someone my address.
- I can explain what I like and do not like about the place I live in.
- I can use aerial photographs to recognise landmarks in my local area.
- I can use geographical words to identify what a beach, forest, hill, mountain, sea and river are like.
- I can visit a small area of Britain and explain how it is different or similar to where I live.
- I can draw my route on a train journey and locate where I start and finish on a map.

A Year 1 Sports Person

Games

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

Gymnastics

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

Dance

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

Year 1 Expectations

A Year 1 Scientist

- I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- I can identify and describe the basic structure of a variety of common flowering plants, including trees.
- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I can distinguish between an object and materials from which it is made.
- I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
- I can describe the simple properties of a variety of everyday materials.
- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
- I can observe changes across the four seasons.
- I can observe and describe weather associated with the seasons and how day length varies.

Religious Education in Year 1 (KS1)

- I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- I can retell and suggest meanings to some religious and moral stories.
- I can recognise some different symbols and actions which express a community's way of life.
- I can ask and respond to questions about individuals and what communities do, and why. I can identify what difference belonging to a community might make.
- I can observe and recount different ways of expressing identity and belonging.
- I can notice and respond sensitively to some similarities between different religions and worldviews.
- I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions using words, music art or poetry.
- I can find out and respond with ideas to examples of co-operations between people who are different.
- I can find out about questions of right and wrong and begin to express my ideas and opinions.

RE Topics in Year 1

Gifts—Harvest of Hands, Preparing for a Celebration, New Beginnings, Easter, Our Planet.

A Year 1 International Speaker

Spoken Language

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.

Reading

- I can read and understand single words.

Writing

- I can write single words accurately.

Computing in Year 1 (KS1)

- I can understand what algorithms are, how they are made and used in programs.
- I can create and debug simple programs.
- I can use logical reasoning to predict the behaviour of simple programs.
- I can use technology to create, organise, store, manipulate and retrieve digital content.
- I can recognise common uses of information technology beyond school.
- I can use technology safely and respectfully.
- I can keep personal information private and know that I can ask for help.

NOTES



A Year 2 Designer

- I can join materials and components in different ways.
- I can describe the ingredients I am using when cooking.
- I can think of an idea and plan what to do next.
- I can measure materials to use in a model or a structure.
- I can choose tools and materials.
- I can explain why I have chosen specific textiles.
- I can explain what went well with my work.

A Year 2 Historian

- I can find out about the past by talking to an older person.
- I can recount events that are commemorated through festivals and anniversaries.
- I can recount important historical events, people and places in Liverpool using different sources as evidence.
- I can recognise that some objects belong in the past.
- I can ask and answer questions about old and new objects.
- I can recount an event in Britain before my grandparents were born.

A Year 2 Artist

- I choose and use three different grades of pencil when drawing.
- I can use a viewfinder to focus on a specific part of an artefact.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.
- I can use charcoal pencil to create art.
- I can create tones with paint by adding black.
- I can use different effects within an IT paint package.
- I can create a printed piece of art by pressing, rolling, rubbing and stamping.

A Year 2 Musician

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can play simply rhythmic patterns on an instrument.
- I can sing or clap increasing and decreasing tempo.
- I can order sounds to create a beginning, middle and an end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.
- I can improve my own work.



A Year 2 Geographer

- I can use simple compass directions (North, South, East and West) to describe the location of features on a map.
- I can describe my route from school to Huyton Town using compass directions.
- I can see aerial photographs and plan perspectives to recognise landmarks in cities.
- I can observe and record the buildings and natural features of the area around our school and give my opinion about them.
- I can use basic geographical vocabulary to refer to key human features in Liverpool including; city, factory, port, office and harbour.
- I can label buildings on a map.
- I can describe a place outside Europe using geographical words.
- I can use and construct basic symbols in a key.
- I can name the continents of the world and locate them on a map.
- I can identify the hot and cold areas of the world in relation to the Equator and the North and South Poles.
- I can use basic geographical vocabulary to refer to; key, cliff, coast, ocean, soil, valley, vegetation, season and weather.

A Year 2 Sports Person

Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and co-ordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.
- I can use equipment safely.

A Year 2 Scientist

- I can explore and compare the differences between things that are living, dead and things that have never been alive.
- I can identify that most living things live in habitat to which they are suited and describe how different habitats provide for the basic needs of plants and animals.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitat.
- I can describe how animals obtain their food from plants and other animals, using the idea of a food chain.
- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- I can notice that animals, including humans, have offspring that grow into adults.
- I can find out about and describe the basic needs of animals including humans, for survival.
- I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- I can find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Religious Education in Year 2 (KS1)

- I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- I can retell and suggest meanings to some religious and moral stories.
- I can recognise some different symbols and actions which express a community's way of life.
- I can ask and respond to questions about what individuals and communities do, and why. I can identify what difference belonging to a community might make.
- I can observe and recount different ways of expressing identity and belonging.
- I can notice and respond sensitively to some similarities between different religions and worldviews.
- I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions using words, music art or poetry.
- I can find out and respond with ideas to examples of co-operations between people who are different.
- I can explore questions of right and wrong and begin to express my ideas and opinions.

RE Topics in Year 2

Hinduism, Divali, Special Places, Easter, Me, Families and Friends



A Year 2 International Speaker

Spoken Language

- I can name people, places and objects.
- I can use a set of phrases.
- I can choose the right word to complete a phrase.
- I can choose the right word to complete a short sentence.

Reading

- I can read and understand short phrases.
- I can use simple dictionaries to find the meaning of simple words.

Writing

- I can label a picture.
- I can copy a simple word or phrase.

Computing in Year 2 (KS1)

- I can understand what algorithms are, how they are made and used in programs.
- I can create and debug simple programs.
- I can use logical reasoning to predict the behaviour of simple programs.
- I can use technology to create, organise, store, manipulate and retrieve digital content.
- I can recognise common uses of information technology beyond school.
- I can use technology safely and respectfully.
- I can keep personal information private and know that I can ask for help.

NOTES

Year 2 Expectations

A Year 3 Designer

- I can follow a step by step plan choosing the right equipment and materials.
- I can make a product which uses both electrical and mechanical components.
- I can prove that my design meets some set criteria.
- I can design a product and make sure that it looks attractive.
- I can select the most appropriate tools and techniques for a task.
- I can work accurately to measure, make cuts and make holes.
- I can choose a textile for suitability and appearance.
- I can describe how food ingredients come together.
- I can order the main stages of my design and I can use pattern pieces.

A Year 3 Musician

- I can sing a tune with expression.
- I can play clear notes on instruments.
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I can combine different sounds to create a mood or feeling.
- I can use musical words to describe what I like / dislike about music.
- I can recognise the work of at least one famous composer.
- I can improve my work; explaining how it has been improved.

A Year 3 Artist

- I can use different grades of pencil to shade and to show different tones and textures.
- I can recognise when art is from different cultures.
- I can use IT to create art which includes my own work and that of others.
- I can show facial expressions in my art.
- I can sculpt using different materials
- I can recognise when art is from different historical period.
- I can use sketches to produce a final piece of art.
- I can create a background using a wash.
- I can use a range of brushes to create different effect in painting.
- I can identify the techniques used by different artists, particularly Henri Rousseau.
- I can compare the art of Henri Rousseau and Oenone Hammersley.
- I can explore colour using different media including pastels and collage

A Year 3 Historian

- I can explain how papyrus and hieroglyphics can be used to help build up a picture of the past.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain different ways that the Ancient Egyptians solved the problems of the River Nile.
- I can use a timeline within Ancient Greece to set out the order that things may have happened.
- I can research what it was like to be a child in Ancient Greece and present my findings to an audience.
- I can describe how the Ancient Greeks started some of the things we still do and have today.

A Year 3 Sports Person

Games

- I can throw and catch with control.
- I am aware of space and use it to support team mates and to cause problems for the opposition.
- I know and use rules fairly.

Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

Athletics

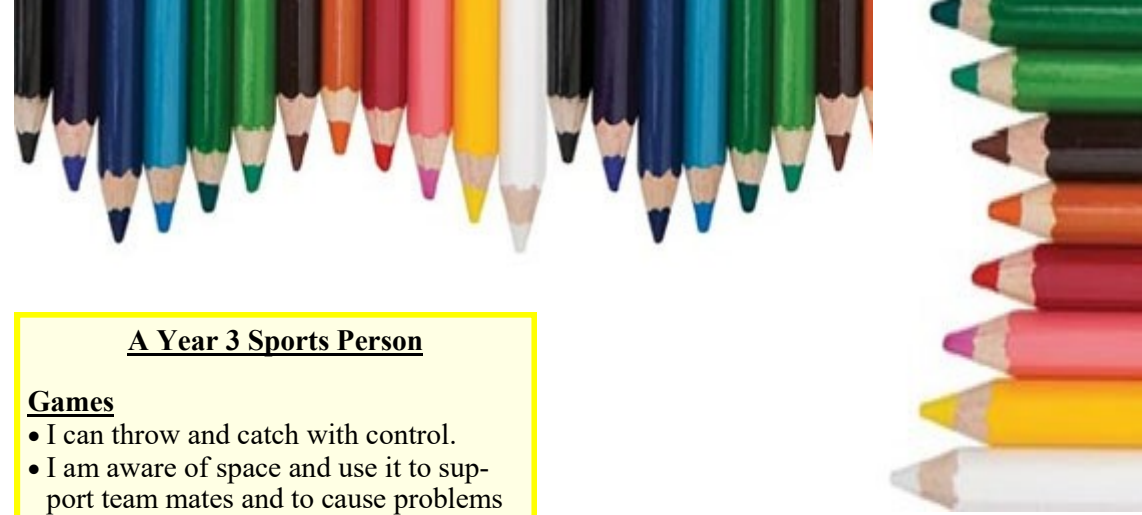
- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

Outdoor and Adventurous

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.

A Year 3 Geographer

- I can explain a course of a river.
- I can name and locate many of the famous rivers in an atlas.
- I can explain why many cities are situated on or close to rivers.
- I can explain why people are attracted to live by rivers.
- I can name a number of countries in the Northern Hemisphere
- I can use an atlas by using the index to find places.
- I can use grid references on a map
- I can use some basic ordnance survey map symbols.
- I can use the correct geographical words to describe a place.
- I can explain and understand what a vegetation belt it.
- I can explain and understand what a climate zone is.
- I can explain and understand a biome.
- I can collect and accurately measure rainfall and temperature.





A Year 3 Scientist

- I can identify and describe the functions of different parts of a flowering plant.
- I can explore the requirements of plants for life and growth and how they vary from plant to plant.
- I can investigate the ways in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation, and seed dispersal.
- I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rocks.
- I can recognise that soils are made from rocks and organic matter.
- I can recognise that light is needed in order to see things and that dark is the absence of light.
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes.

A Year 3 Scientist continued

- I can recognise that shadows are formed when the light from a light source is blocked by a solid object.
- I can find patterns in the way that the size of shadows change.
- I can compare how things move on different surfaces.
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- I can observe how magnets attract and repel each other and attract some materials and not others.
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- I can describe magnets as having two poles.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

A Year 3 International Speaker

Spoken Language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.

Writing

- I can write phrases from memory..

Religious Education in Year 3 (KS2)

- I can make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- I can describe and understand links between stories and aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom.
- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religions and worldviews so that I can explain, with reasons, the meanings and significance to individuals and communities.
- I can understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
- I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between religions.

RE Topics in Year 3

Responsibility, Care and Concerns, Sikhism, Easter, Special People; Moses and Abraham

Computing in Year 3 (KS2)

- I can design, write and debug programs that accomplish specific goals.
- I can use sequence, selection, and repetition in programs.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors.
- I can understand computer networks including the internet; how they provide multiple services, such as world wide web; and the opportunities they offer for communication.
- I can use search technologies effectively, appreciate how results are selected and ranked.
- I can use technology safely, respectfully and responsibly.

NOTES

Year 3 Expectations

A Year 4 Designer

- I can evaluate products for both their purpose and appearance.
- I can present a product in an interesting way.
- I know how to be both hygienic and safe when using food.
- I can use ideas from other people when I am designing.
- I can evaluate and suggest improvements for my designs.
- I can persevere and adapt my work when my original ideas do not work.
- I can produce a plan and explain it.
- I can explain how I have improved my original design.
- I can measure accurately.

A Year 4 Musician

- I can perform a simple part rhythmically.
- I can sing songs from memory with accurate pitch.
- I can improvise using repeated patterns.
- I can use notation to record and interpret sequences of pitches.
- I can use notation to record compositions in a small group or on my own.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character in a piece of music.
- I can identify and describe the different purposes of music.
- I can begin to identify the style of work of Beethoven, Mozart and Elgar.

A Year 4 Artist

- I can use marks and lines to show texture in my art.
- I can explore the medium of charcoal in my sketch book developing successful techniques of blending.
- I can show reflections in my art.
- I can experiment with the style of a famous Italian artist.
- I can explain some of the features of art from historical periods using Italian artists to demonstrate.
- I can sculpt using clay adding relief work to my art.
- I can show facial expressions and body language in sketches and paintings.
- I can print onto different materials using at least four colours.
- I can use line, tone, shape and colour to represent figure and forms in movement.

A Year 4 Geographer

- I can explain why people may choose to live in one place rather than another.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can locate the world's countries, using maps to focus on Europe.
- I can explain why people may be attracted to live in cities.
- I know the countries that make up the European Union.
- I understand geographical similarities and differences in human and physical geography in the region around Rome.
- I can describe the environmental regions, key physical and human characteristics, countries and major cities of Europe.
- I can carry out research to discover features of villages, towns or cities.
- I can find at least 6 cities in the UK on a map.

A Year 4 Historian

- I can research in order to find similarities and differences and changes in Britain from the Stone Age to the Iron Age.
- I can explain how an event from the past has shaped our life today.
- I can explain how historic items and artefacts can be used to build up a picture of the past.
- I can research two versions of an event and explain how they differ.
- I can explain some of the times when Britain has been invaded.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how the Romans influenced the history of Britain.
- I can plot events on a timeline using centuries.
- I can explain how and why the Anglo-Saxons and Scots settled in Britain.
- I can explain the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

A Year 4 Sports Person

Games

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

Outdoor and Adventurous

- I can follow a map in a more demanding familiar context.
- I can follow a route with a time limit



Year 4 Expectations



A Year 4 Scientist

- I can describe the simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.
- I can compare and group materials together, according to whether they are solids, liquids or gases.
- I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens.
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- I can identify how sounds are made, associating some of them with something vibrating.
- I can recognise that vibrations from sounds travel through a medium to the ear.
- I can find patterns between the pitch of a sound and features of the object that produced it.
- I can recognise that sounds get fainter as the distance from the sound source increases.
- I can identify common appliances that run on electricity.

A Year 4 Scientist continued

- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- I can 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.
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- I can recognise some common conductors and insulators and associate metals with being good conductors.

A Year 4 International Speaker

Spoken Language

- I can have a short conversation saying 3—4 things.
- I can give a response giving a short phrase.
- I am starting to speak in sentences.

Reading

- I can read a passage independently.
- I can say what I like/dislike about a familiar topic.

Writing

- I can write 2—6 short sentences on a familiar topic.
- I can say what I like / dislike about a familiar topic.

Religious Education in Year 4 (KS2)

- I can make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- I can describe and understand links between stories and aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom.
- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religions and worldviews so that I can explain, with reasons, the meanings and significance to individuals and communities.
- I can understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
- I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between religions.

RE Topics in Year 4

The Bible, Angles, The Shepherd's Story, Buddhism, Easter, Journeys, Special

Computing in Year 4 (KS2)

- I can design, write and debug programs that accomplish specific goals.
- I can use sequence, selection, and repetition in programs.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors.
- I can understand computer networks including the internet; how they provide multiple services, such as world wide web; and the opportunities they offer for communication.
- I can use search technologies effectively, appreciate how results are selected and ranked.
- I can use technology safely, respectfully and responsibly.

NOTES

A Year 5 Sports Person

Games

- I can gain possession by working in a team.
- I can pass in different ways.
- I can use forehand and backhand with a racket.
- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

Gymnastics

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

Dance

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

Athletics

- I am controlled when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

Outdoor and Adventurous

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.
- I can follow a route with a time limit

A Year 5 Artist

- I can create an accurate print design following criteria.
- I can explore how power has been depicted in the art of Benin.
- I can explore using clay and plaster to create a cast to make a mask or plaque.
- I can explore a work of art displayed in Speke Hall in depth, finding out about the artist and background to the painting.
- I can explore how the wallpaper in Speke Hall and decorations reflect the periods in which they were created.
- I can explore the work of William Morris in the locality.
- I can explore different types of printing including block prints, lino prints, polystyrene and screen printing.
- I can use images which I have created scanned and found; altering them where necessary to create art.
- I can identify and draw objects and use marks and lines to produce texture.
- I can successfully use shading to create mood and feeling.

A Year 5 Geographer

- I can name the largest desert in the world and locate desert regions in an atlas.
- I can explain how a location fits into its wider geographical location with reference to human and economic features.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our island schools.
- I can plan a journey to a place in England.
- I can answer questions using a map.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.
- I can answer questions using a map.
- I can locate the Tropic of Cancer and Capricorn



A Year 5 Historian

- I can place the Benin civilisation on a timeline and compare what was happening in Britain at the same time.
- I can understand the historical concept of cause and consequence in the history of Benin.
- I can find some characteristic features of the Kingdom of Benin and other empires and Kingdoms that made it successful.
- I can identify why the Kingdom of Benin did not survive.
- I can demonstrate how aspects of national history are reflected in the history of Speke Hall and its inhabitants.
- I can show how Speke Hall is significant in the locality through time.
- I can ask historically valid questions about Speke Hall and use the class visit to find out the answers.
- I can research how and why the National Trust came into being and its purpose.
- I can explore sites such as Pompeii through internet and books.
- I can look at artefacts from Pompeii or similar sites and explain what they tell us about how people lived in the past.

A Year 5 Musician

- I can breath in the correct place when singing.
- I can maintain my part whilst others are performing their part.
- I can improvise within a group using melodic and rhythmic phrases.
- I can change sounds or organise them differently to change the effect.
- I can compose music which meets specific criteria.
- I can use notation to record groups of pitches (chords)
- I can use my music diary to record aspects of the composition process.
- I can choose the most appropriate tempo for a piece of music.
- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can suggest improvements to my own work or others.
- I can contrast the work of a famous composer and explain my preferences.

Year 5 Expectations

A Year 5 Scientist

- I can describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- I can describe the life process of reproduction in some plants and animals.
- I can describe the changes as humans develop to old age.
- I can explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.
- I can identify the effects of air resistance and friction, that act between moving surfaces.
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- I can compare and group together everyday materials on the basis of their properties.
- I know that some materials will dissolve in liquid to form a solution.
- I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated.
- I can give reasons based on evidence from comparative and fair tests.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- I can explain that some changes result in the formation of new materials, and that this kind of change is usually reversible.
- I can describe the movement of the Earth, and other planets, relative to the Sun.
- I can describe the movement of the Moon relative to the Earth.
- I can describe the Sun, Earth, and Moon as approximately spherical bodies.
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

A Year 5 Designer

- I can come up with a range of ideas after collecting information from different sources to create a musical instrument that may have been used in Benin.
- I can explain how my product would appeal to a specific audience.
- I can evaluate appearance and function against original criteria.
- I can use a range of tools and equipment competently.
- I can produce a detailed step by step plan when making a Tudor building.
- I can show that I can be both hygienic and safe in the kitchen.
- I can make a prototype before making a final version.
- I can use levers, linkages and pneumatics to create movement.
- I understand how some inventors, designers, engineers and manufacturers made ground breaking products.
- I can show how mechanical systems such as cams, pulleys or gears create movement.
- I can show how more complex electrical circuits and components can be used to create products.

A Year 5 International Speaker

Spoken Language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Reading

- I can understand a short story or factual text and note the main points.
- I can use the context to work out unfamiliar words.

Writing

- I can write a paragraph of 4—5 sentences.
- I can substitute words and phrases.



Religious Education in Year 5 (KS2)

- I can make connections between different features of the religions and world views I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- I can describe and understand links between stories and aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom.
- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religions and worldviews so that I can explain, with reasons, the meanings and significance to individuals and communities.
- I can understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
- I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between religions.

RE Topics in Year 5

Islam, Christmas in Art, Islam, Easter, Precious, The Natural World

Computing in Year 5 (KS2)

- I can design, write and debug programs that accomplish specific goals.
- I can use sequence, selection, and repetition in programs.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors.
- I can understand computer networks including the internet; how they provide multiple services, such as world wide web; and the opportunities they offer for communication.
- I can use search technologies effectively, appreciate how results are selected and ranked.
- I can use technology safely, respectfully and responsibly.

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Year 5 Expectations

A Year 6 Geographer

- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can use Ordnance Survey symbols and 6 figure grid references.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate the time differences around the world.
- I can name and locate many of the world's most famous mountainous regions in an atlas, in particular the Andes, understanding its impact on farming and tourism.
- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can explain about human geography in South America, in particular, population, life expectancy and religion.
- I understand world trade and can demonstrate that I understand the main industries of exports of South America.

A Year 6 Designer

- I can demonstrate that a recipe can be adapted by adding or substituting one or more ingredients.
- I can explore communication devices in world war 2.
- I can use ICT and electrical circuits to create a communication device that uses sound or light.
- I can programme devices via a computer.
- I can evaluate my product against clear criteria.
- I show that I can test and evaluate my products.
- I can show that I consider culture and society in my plans and design.
- I can use market research to inform my plans and ideas.
- I can explain how products should be stored and give reasons.
- I can work within a budget.
- I can justify my plans in a convincing way.
- I can follow and refine my plans.

A Year 6 Musician

- I can sing in harmony confidently and accurately.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can use a variety of different musical devices in my composition (including melody, rhythms and chords)
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.
- I can compare and contrast the impact that different composers from different times have had on people of that time.



A Year 6 Historian

- I can explain why the Battle of Britain was a significant turning point in British history.
- I can devise historically valid questions about change, cause, similarity and difference and significance.
- I can understand how our knowledge of the past is constructed from a range of sources.

A Year 6 Artist

- I can explore the work of LS Lowry in particular comparing techniques in his works 'The Blitzed Site' and 'VE Day'.
- I can explore the collection of art on underground shelters by Henry Moore and use some of his techniques in my own art on the same subject.
- I can use feedback to make amendments and improvement to my art.
- I can use hatching, shading and blending in my drawings.
- I can use Mexican folk art technique of yarn painting to create a piece of art.
- I understand how art can be used to tell a story in the works of Diego Rivera and Frida Kahlo.
- I can use a range of resources to create art.
- I can express emotion in my art.

A Year 6 Sports Person

Games

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communication plan.
- I can lead others in a game situation.

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and Adventurous

- I can plan a route and a series of clues for someone else.
- I can place with others taking account of safety and danger.

Year 6 Expectations



A Year 6 Scientist

- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- I can give reasons for classifying plants and animals based on specific characteristics.
- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on they way my body functions.
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation mat lead to evolution.
- I can associate the brightness of a lamp or the voltage of a buzzer with the number and voltage of cells used in the circuit.

A Year 6 Scientist continued

- I can compare and give reasons for variations in how components functions, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches.
- I can recognise symbols when representing a simple circuit in a diagram.
- I can recognise that light appears to travel in straight lines.
- I can 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.
- I can 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.
- I can use the idea that light travels in straight lines to explains why shadows have the same shape as the objects that cast them.

A Year 6 International Speaker

Spoken Language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Reading

- I can understand a short story or factual text and note the main points.
- I can use the context to work out unfamiliar words.

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Religious Education in Year 6 (KS2)

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- I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between religions.

RE Topics in Year 6

Christian Faith In Action, Promises, Prophecy / Magi, Judaism, Easter in Art, Making Choices, Living in a Global Community

Computing in Year 6 (KS2)

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