

## Key Assessment Criteria: *Being a speaker*

| A year 1 speaker  | A year 2 speaker   | A year 3 speaker   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <li>• I can re-tell a well known story and remember the main characters.</li> <li>• I can hold attention when playing and learning with others.</li> <li>• I can keep to the main topic when we are talking in a group.</li> <li>• I can ask questions in order to get more information.</li> <li>• I can start a conversation with an adult I know well or with my friends.</li> <li>• I listen carefully to the things other people have to say in a group.</li> <li>• I join in with conversations in a group.</li> <li>• I join in with role play.</li> </ul> | <ul style="list-style-type: none"> <li>• I can ask question to get more information and clarify meaning.</li> <li>• I can talk in complete sentences.</li> <li>• I can decide when I need to use specific vocabulary.</li> <li>• I can take turns when talking in pairs or a small group.</li> <li>• I am aware that formal and informal situations require different language (beginning).</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul> | <ul style="list-style-type: none"> <li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>• I take a full part in paired and group discussions.</li> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I can retell a story using narrative language and add relevant detail.</li> <li>• I can show that I have listened carefully because I make relevant comments.</li> <li>• I can present ideas or information to an audience.</li> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I can perform poems from memory adapting expression and tone as appropriate.</li> </ul> |

## Key Assessment Criteria: *Being a speaker*

| A year 4 speaker  | A year 5 speaker  | A year 6 speaker  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• I show that I know that language choices vary in different contexts.</li> <li>• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I can justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li> </ul> | <ul style="list-style-type: none"> <li>• I can engage the listener by varying my expression and vocabulary.</li> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I can develop my ideas and opinions, providing relevant detail.</li> <li>• I can express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• I use Standard English in formal situations.</li> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> <li>• I begin to select the appropriate register according to the context.</li> </ul> | <ul style="list-style-type: none"> <li>• I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>• I ask questions to develop ideas and take account of others' views.</li> <li>• I explain ideas and opinions giving reasons and evidence.</li> <li>• I take an active part in discussions and can take on different roles.</li> <li>• I listen to, and consider the opinions of, others in discussions.</li> <li>• I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>• I can sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>• I can express possibilities using hypothetical and speculative language.</li> <li>• I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> <li>• I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>• I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li> </ul> |

## Key Assessment Criteria: *Being a reader*

| <b>A year 1 reader</b>  |  |
|---|--|
| <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can match all 40+ graphemes to their phonemes.</li> <li>• I can blend sounds in unfamiliar words.</li> <li>• I can divide words into syllables.</li> <li>• I can read compound words.</li> <li>• I can read words with contractions and understand that the apostrophe represents the missing letters.</li> <li>• I can read phonetically decodable words.</li> <li>• I can read words that end with `s, -ing, -ed, -est</li> <li>• I can read words which start with un-.</li> <li>• I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)</li> <li>• I can read words of more than one syllable that contain taught GPCs.</li> </ul> | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I can say what I like and do not like about a text.</li> <li>• I can link what I have heard or read to my own experiences.</li> <li>• I can retell key stories orally using narrative language.</li> <li>• I can talk about the main characters within a well known story.</li> <li>• I can learn some poems and rhymes by heart.</li> <li>• I can use what I already know to understand texts.</li> <li>• I can check that my reading makes sense and go back to correct when it doesn't.</li> <li>• I can draw inferences from the text and/or the illustrations. (Beginning)</li> <li>• I can make predictions about the events in the text.</li> <li>• I can explain what I think a text is about.</li> </ul> |

## Key Assessment Criteria: *Being a reader*

### A year 2 reader

#### Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

#### Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

# Key Assessment Criteria: *Being a reader*



## A year 3 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key Assessment Criteria: *Being a reader*

| A year 4 reader  |  |
|--|--|
| <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul> | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>• I can use a dictionary to check the meaning of unfamiliar words.</li> <li>• I can discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>• I can identify some of the literary conventions in different texts.</li> <li>• I can identify the (simple) themes in texts.</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• I can explain the meaning of words in context.</li> <li>• I can ask relevant questions to improve my understanding of a text.</li> <li>• I can infer meanings and begin to justify them with evidence from the text.</li> <li>• I can predict what might happen from details stated and from the information I have deduced.</li> <li>• I can identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>• I can identify some text type organisational features, for example, narrative, explanation and persuasion.</li> <li>• I can retrieve information from non-fiction texts.</li> <li>• I can build on others' ideas and opinions about a text in discussion.</li> </ul> |

## Key Assessment Criteria: *Being a reader*

### A year 5 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

#### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key Assessment Criteria: *Being a reader*

### A year 6 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

#### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

# Key Assessment Criteria: *Being a writer*



## A year 1 writer

### Transcription

#### Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

#### Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

### Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

### Grammar and punctuation

#### Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

#### Text structure

- I can sequence sentences to form a narrative.

#### Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use '!'.

# Key Assessment Criteria: *Being a writer*



## A year 2 writer

### Transcription

#### Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

#### Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

### Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

### Grammar and punctuation

#### Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

#### Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

#### Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

# Key Assessment Criteria: *Being a writer*



## A year 3 writer

### Transcription

#### Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

#### Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

### Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

### Grammar and punctuation

#### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

#### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

#### Punctuation

- I can use inverted commas to punctuate direct speech.

# Key Assessment Criteria: *Being a writer*



## A year 4 writer

### Transcription

#### Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

#### Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

### Grammar and punctuation

#### Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

#### Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

#### Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

# Key Assessment Criteria: *Being a writer*



## A year 5 writer

### Transcription

#### Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

#### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

# Key Assessment Criteria: *Being a writer*



## A year 6 writer

### Transcription

#### Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

### Grammar and punctuation

#### Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

#### Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

## Key Assessment Criteria: *Being a mathematician (full version)*

### A year 1 mathematician

#### Number and place value

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most/least

#### Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

#### Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

#### Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

#### Geometry – properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

#### Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

# Key Assessment Criteria: *Being a mathematician (full version)*

## A year 2 mathematician

### Number and place value

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using  $<$   $>$   $=$  signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

### Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
  - A 2-digit number and ones
  - A 2-digit number and tens
  - Two 2-digit numbers
  - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### Fractions

- I recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of  $2/4$  and  $1/2$ .

### Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$ .
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in  $^{\circ}\text{C}$  using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for  $\pounds$  and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

### Geometry – properties of shapes

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.

### Geometry – position and direction

- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement (including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise)).

### Statistics

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

## Key Assessment Criteria: *Being a mathematician (full version)*

### A year 3 mathematician

#### Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

#### Calculations

- I can add and subtract mentally, including:
  - A 3-digit number and ones
  - A 3-digit number and tens
  - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

#### Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

#### Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

#### Geometry – properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.

#### Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

## Key Assessment Criteria: *Being a mathematician (full version)*

### A year 4 mathematician

#### Number, place value, approximation and estimation/rounding

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

#### Calculations

- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to  $12 \times 12$ .
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

#### Fractions, decimals and percentages

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract fractions within the same denominator.
- I recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

#### Measurement

- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures. Including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

#### Geometry – properties of shapes

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry,
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

#### Geometry – position and direction

- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

#### Statistics

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# Key Assessment Criteria: *Being a mathematician (full version)*

## A year 5 mathematician

### Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

### Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

### Fractions, decimals and percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements  $> 1$  as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator or a multiple of 10 or 25.

### Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl squares), and including using standard units ( $\text{cm}^2$  and  $\text{cm}^3$ ) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

### Geometry – properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and  $\frac{1}{2}$  a turn.
- I can identify other multiples of  $90^\circ$ .
- I can draw given angles and measure them in degrees.

### Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.

# Key Assessment Criteria: *Being a mathematician (full version)*

## A year 6 mathematician

### Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
- I can determine the value of each digit in numbers up to 10,000,000.
- I can round any whole number to a required degree of accuracy.
- I can use negative numbers in context, and calculate intervals across zero.
- I can solve number problems and practical problems with the above.

### Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

### Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions  $> 1$ .
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

### Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

### Algebra

- I can express missing number problems algebraically.
- I can use a simple formulae.
- I can generate and describe linear number sequences.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

### Measurement

- I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

### Geometry – properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

### Geometry – position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).

### Statistics

- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

# Key Assessment Criteria: *Being a scientist*

| A year 1 scientist   |  |   |   |
|--|--|---|---|
| <p><b>Working scientifically (Y1 and Y2)</b></p> <ul style="list-style-type: none"> <li>• I can ask simple scientific questions.</li> <li>• I can use simple equipment to make observations.</li> <li>• I can carry out simple tests.</li> <li>• I can identify and classify things.</li> <li>• I can suggest what I have found out.</li> <li>• I can use simple data to answer questions</li> </ul> | <p><b>Biology</b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• I can name a variety of common wild and garden plants.</li> <li>• I can name the petals, stem, leaf and root of a plant.</li> <li>• I can name the roots, trunk, branches and leaves of a tree.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• I can name a variety of animals including fish, amphibians, reptiles birds and mammals.</li> <li>• I can classify and name animals by what they eat (carnivore, herbivore and omnivore).</li> <li>• I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</li> <li>• I can sort living and non-living things.</li> <li>• I can name the parts of the human body that I can see.</li> <li>• I can link the correct part of the human body to each sense.</li> </ul> | <p><b>Chemistry</b></p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>• I can distinguish between an object and the material it is made from.</li> <li>• I can explain the materials that an object is made from.</li> <li>• I can name wood, plastic, glass, metal, water and rock.</li> <li>• I can describe the properties of everyday materials.</li> <li>• I can group objects based on the materials they are made from.</li> </ul> | <p><b>Physics</b></p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> <li>• I can observe and comment on changes in the seasons.</li> <li>• I can name the seasons and suggest the type of weather in each season.</li> </ul> |

## Key Assessment Criteria: *Being a scientist*

| A year 2 scientist   |  |   |   |
|--|--|---|---|
| <p><b>Working scientifically (Y1 and Y2)</b></p> <ul style="list-style-type: none"> <li>• I can ask simple scientific questions.</li> <li>• I can use simple equipment to make observations.</li> <li>• I can carry out simple tests.</li> <li>• I can identify and classify things.</li> <li>• I can suggest what I have found out.</li> <li>• I can use simple data to answer questions</li> </ul> | <p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• I can identify things that are living, dead and never lived.</li> <li>• I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).</li> <li>• I can identify and name plants and animals in a range of habitats.</li> <li>• I can match living things to their habitat.</li> <li>• I can describe how animals find their food.</li> <li>• I can name some different sources of food for animals.</li> <li>• I can explain a simple food chain.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• I can describe how seeds and bulbs grow into plants.</li> <li>• I can describe what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• I can explain the basic stages in a life cycle for animals, including humans.</li> <li>• I can describe what animals and humans need to survive.</li> <li>• I can describe why exercise, a balanced diet and good hygiene are important for humans.</li> </ul> | <p><b>Chemistry</b></p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>• I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>• I can suggest why a material might or might not be used for a specific job.</li> <li>• I can explore how shapes can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p><b>Physics</b></p> <p>No content</p> |

# Key Assessment Criteria: *Being a scientist*



## A year 3 scientist

### Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

### Biology

#### Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

#### Animals, including humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

### Chemistry

#### Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

### Physics

#### Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

#### Forces and magnets

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

# Key Assessment Criteria: *Being a scientist*



## A year 4 scientist

### Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

### Biology

#### Living things and their habitats

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

#### Animals, including humans

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

### Chemistry

#### States of matter

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

### Physics

#### Sound

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

#### Electricity

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.

# Key Assessment Criteria: *Being a scientist*

| A year 5 scientist  |   |   |  |
|---|---|---|--|
| <p><b>Working scientifically (Y5 and Y6)</b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurately and precisely using a range of equipment.</li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use the outcome of test results to make predictions and set up a further comparative fair test.</li> <li>I can report findings from enquiries in a range of ways.</li> <li>I can explain a conclusion from an enquiry.</li> <li>I can explain causal relationships in an enquiry.</li> <li>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul> | <p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.</li> <li>I can describe the differences between different life cycles.</li> <li>I can describe the process of reproduction in plants.</li> <li>I can describe the process of reproduction in animals.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can create a timeline to indicate stages of growth in humans.</li> </ul> | <p><b>Chemistry</b></p> <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> <li>I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets).</li> <li>I can describe how a material dissolves to form a solution; explaining the process of dissolving.</li> <li>I can describe and show how to recover a substance from a solution.</li> <li>I can describe how some materials can be separated.</li> <li>I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</li> <li>I know and can demonstrate that some changes are reversible and some are not.</li> <li>I can explain how some changes result in the formation of a new material and that this is usually irreversible.</li> <li>I can discuss reversible and irreversible changes.</li> <li>I can give evidenced reasons why materials should be used for specific purposes.</li> </ul> | <p><b>Physics</b></p> <p><u>Earth and space</u></p> <ul style="list-style-type: none"> <li>I can describe and explain the movement of the Earth and other planets relative to the Sun.</li> <li>I can describe and explain the movement of the Moon relative to the Earth.</li> <li>I can explain and demonstrate how night and day are created.</li> <li>I can describe the Sun, Earth and Moon (using the term spherical).</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>I can explain what gravity is and its impact on our lives.</li> <li>I can identify and explain the effect of air resistance.</li> <li>I can identify and explain the effect of water resistance.</li> <li>I can identify and explain the effect of friction.</li> <li>I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> |

# Key Assessment Criteria: *Being a scientist*

| A year 6 scientist   |  |   |  |
|--|--|---|--|
| <p><b>Working scientifically (Y5 and Y6)</b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurate and precisely using a range of equipment.</li> <li>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use the outcome of test results to make predictions and set up a further comparative fairtest.</li> <li>I can report findings from enquiries in a range of ways.</li> <li>I can explain a conclusion from an enquiry.</li> <li>I can explain causal relationships in an enquiry.</li> <li>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>Read, spell and pronounce scientific vocabulary accurately.</li> </ul> | <p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I can classify living things into broad groups according to observable characteristics and based on similarities &amp; differences.</li> <li>I can describe how living things have been classified.</li> <li>I can give reasons for classifying plants and animals in a specific way.</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system.</li> <li>I can describe the function of the heart, blood vessels and blood.</li> <li>I can discuss the impact of diet, exercise, drugs and life style on health.</li> <li>I can describe the ways in which nutrients and water are transported in animals, including humans.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>I can describe how the earth and living things have changed over time.</li> <li>I can explain how fossils can be used to find out about the past.</li> <li>I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</li> <li>I can explain how animals and plants are adapted to suit their environment.</li> <li>I can link adaptation over time to evolution.</li> <li>I can explain evolution.</li> </ul> | <p><b>Chemistry</b></p> <p>No content</p> | <p><b>Physics</b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>I can explain how light travels.</li> <li>I can explain and demonstrate how we see objects.</li> <li>I can explain why shadows have the same shape as the object that casts them.</li> <li>I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>I can explain how the number &amp; voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>I can compare and give reasons for why components work and do not work in a circuit.</li> <li>I can draw circuit diagrams using correct symbols.</li> </ul> |

