

YEAR

6

Local Area Study

Can I describe and understand key aspects of physical and human geography?

Mountains, Rivers and Coasts

Can I identify key topographical features and land use patterns?

High school ready!

YEAR

5

World Mapping Skills

Can I use all my geographical skills to study a world map?

World Studies

Can I identify significant latitude and longitude?

Mapping Skills

Can I use the 8 point compass and 4 and 6 grid reference?

YEAR

4

Natural Disasters

Can I identify human and physical characteristics? Can I use compass direction and grid reference?

South America

Do I understand geographical similarities and differences between countries?

Map Skills

Can I use an ordnance and survey map?

YEAR

3

Mapping Skills

Can I use direction and grid reference?

World Countries and Cities

Can I locate countries and cities around the world?

Europe including Russia

Can I locate countries around Europe?

YEAR

2

Mapping Skills

Can I identify the four countries of the UK? Use simple compass direction

UK Cities and Capitals

Can I identify capital cities of the UK?

Contrasting study- Tocuaro

Can I study a contrasting non European country?

YEAR

1

Weather Patterns of the World

Can I identify seasonal and daily weather patterns in the UK and the World?

The World

Can I name and locate the world's seven continents and five oceans?

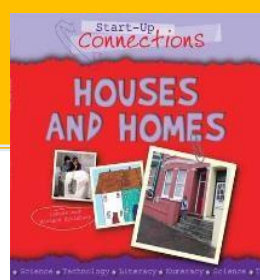
Around our School

Can I identify human and physical features within my local area?

EYFS

Cycle 2

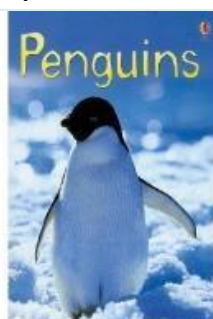
Houses & Homes



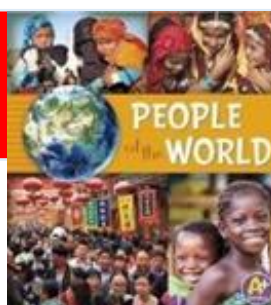
The Environment / The World



Cold places/Weather



Around the world



EYFS

Cycle 1

YEAR

6

World War Two

Can I describe a key event from British history?

Ancient Greeks

Can I recognise how the Greeks have impacted on modern day culture?

High school ready!

YEAR

5

Mayan Civilisation

Can I appreciate how artefacts help us to understand about British lives in the present and past?

Early Islamic Civilisation

Can I identify how early civilisations have shaped modern life today?

Victorians

Can I make comparisons between a period of history and current society?

YEAR

4

Anglo-Saxons

Can I place periods of history on a timeline?

Vikings

Can I recognise common reasons for war and invasions?

Ancient Egypt

Can I research what life was like for a child in a specific period of history?

YEAR

3

The Romans

Can I understand how invaders would of fought at different times during history?

Changes in Britain – Stone Age to Iron Age

Can I recognise the role archaeologists play in helping us understand history?

YEAR

2

L.S Lowry

Can I recognise the contributions of a famous person from history?

Great Fire of London

Can I recount key facts from a significant historical event?

Florence Nightingale

Can I use phrases linked to time to discuss when key events in history happened?

YEAR

1

Leonardo Da Vinci

Can I explain how things have changed since I was born?

Christopher Columbus and Neil Armstrong

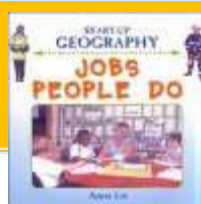
Can I sequence events in chronological order?

Toys from the past

Can I recognise the difference between old and new items?

**EYFS
Cycle 2**

People Who help us



Houses and homes



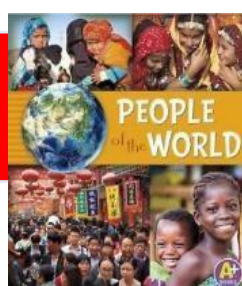
Dinosaurs



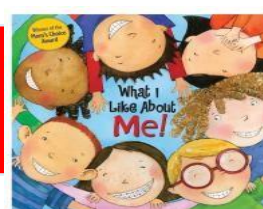
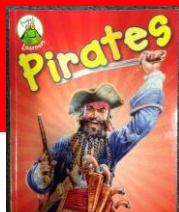
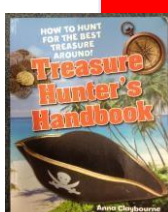
Space



All about me



Pirates



**EYFS
Cycle 1**



**YEAR
6**

Evolution and Inheritance

Can I recognise that living things have changed over time and that animals and plants are adapted to their environment?

Electricity

Can I compare and give reasons for variations in how components function and can I use symbols in a diagram?

All Living Things

Can I give reasons for classifying plants and animals based upon specific characteristics?

Light

Can I explain how light travels in straight lines?

Circulatory System

Can I identify and name the main components of the human circulatory system?

**YEAR
5**

Earth and Space

Can I describe the movement of the earth and other planets in relation to the Sun, and explain the process of the night and day cycle?

Properties and changes of materials

Can I explore how some materials can dissolve to form a solution and use knowledge to decide how to separate mixtures?

Forces

Can I explain gravity and identify effects of air resistance?

All Living Things – Life Cycles

Can I describe the differences in the life cycles of a mammal, amphibian, insect and a bird?

Growth

Can I describe the life process of some plants and animals?

**YEAR
4**

Electricity: Simple Circuits

Can I construct a simple circuit and name its parts?

State of Matter

Can I compare and group materials together according to whether they are solids, liquids or gases?

Animals incl humans – teeth

Can I identify the different types of teeth and also construct a food chain?

Classification

Can I classification keys to group and name living things?

Sound – Pitch

Can I identify how sounds are made and find patterns with pitch and volume?

**YEAR
3**

Animals inc skeletons

Can I identify that animals and humans need nutrition, and that humans and some animals have skeletons and muscles for support, movement and protection?

Plants

Can I identify and describe the functions of different parts of a flowering plant?

Rocks

Can I compare different types of rock based upon their properties and can I describe how fossils are formed?

Light Reflection

Can I recognise that I need light to see things and do I know how shadows are formed?

Forces and Magnets

Can I observe how magnets attract or repel each other and attract some materials and not others?

**YEAR
2**

Uses of Everyday Materials

Can I identify and compare the suitability of everyday materials?

Animals incl Humans

Can I find out and describe the basic needs of animals and notice that animals have offspring?

All Living Things and Habitats

Can I identify and name living things in their habitats and can I use a food chain?

Plants

Can I find out and describe wat plant seeds need to grow and stay healthy?

**YEAR
1**

Everyday Materials

Can I distinguish an object from the material from which it is made, identify materials and describe their properties?

Animals incl Humans

Can I identify and name common animals, describe and compare their structure?

Senses

Can I identify, name and label the basic parts of the human body and say which part is associated with each sense?

Plants

Can I identify and name a variety of plants and describe their basic structure?

Seasons

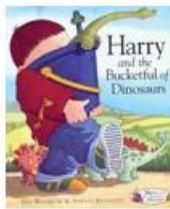
Can I observe changes across the four seasons?

**EYFS
Cycle 2**

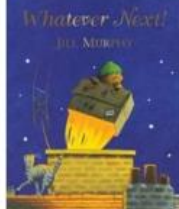
Senses



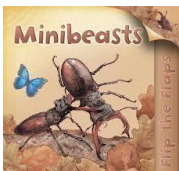
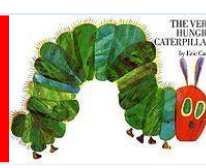
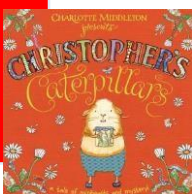
Dinosaurs



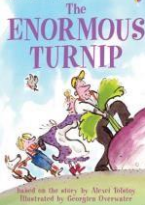
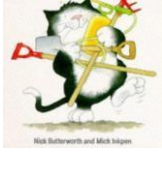
Space



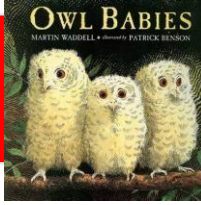
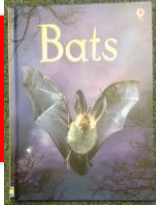
Minibeasts



Food and Growth



Light and Dark



**EYFS
Cycle 1**



YEAR

5

Shelters

Can I use a range of information to inform my design, select correct tools and apply known knowledge to complex structures?

Controllable vehicles

Can I apply my knowledge of computing and control products?

Slippers

Can I choose materials according to function and aesthetic qualities?

Bread

Can I prepare and cook a savoury dish?

Musical Instruments

Can I select the most appropriate materials and equipment and evaluate my ideas?

Moving toys

Can I research and develop my design to fit its purpose?

YEAR

4

Light it up

Can I use an electrical system in my product?

Storybooks

Can I further explore mechanical systems?

Containers

Can I choose materials according to function and aesthetic qualities?

Creating Sandwiches

Can I choose the right ingredients for a product?

Photo Frames

Can I select the most appropriate materials and equipment?

Moving monsters

Can I show that my design meets a range of requirements?

YEAR

3

Winding up

Can I explore and use mechanisms?

Vehicles

Can I make sensible choices as to which material to use for my constructions?

Puppet making

Can I measure textiles?

YEAR

2

Weather products

Can I make a structure/model using appropriate materials?

Moving Pictures

Can I make a product which moves?

Toys

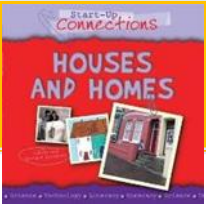
Can I design some ideas of my own?

YEAR

1

EYFS

Cycle 2

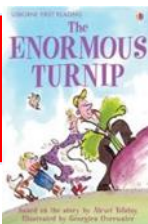
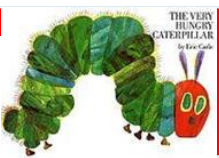


Can I create collaboratively, sharing ideas, resources and skills?

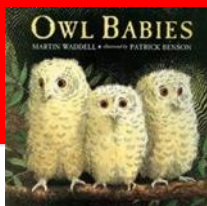


Can I explore, use and refine a variety of artistic effects to express their ideas and feelings?

Can I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park?



Can I explore different materials freely, to develop their ideas about how to use them and what to make?



EYFS
Cycle 1



YEAR
6

Banksy 2000+
Can I explore and be inspired by great artists?

Landscapes
Can I improve my mastery of Art? (Geography cross- curricular)

What a performance
Can I explore famous headwear designers and create my own?

YEAR
5

Masks
Can I improve my skills of sculpting?

Andy Warhole 1928-1987
Can I explore and work with the idea of object and meaning?

Talking Textiles
Can I explore and make using different textiles? (History Cross curricular)

YEAR
4

Earthquake proof buildings
Can I improve my mastery of sculpture?

Picasso 1881-1973
Can I explore and be inspired by great artists?

Landscapes
Can I explore landscape sketching? (Geography cross curricular)

YEAR
3

Investigating pattern
Can I investigate how to use different design techniques?

Can we change places?
Record sketchings and create models of famous sculptures (Geography cross curricular)?

Monet 1840-1926
Can I explore and be inspired by great artists?

YEAR
2

Lowry
Can I discover and be inspired by the works of famous artists?

Can buildings speak?
Can I explore similarities and differences in buildings?

Mother Nature designer
Can I use a range of natural materials in design?

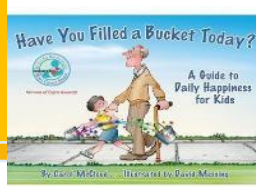
YEAR
1

Leonardo Di Vinci 152-1519
Can I design and create a self portrait?

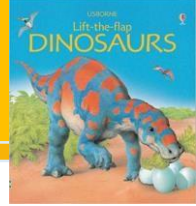
Investigating pattern
Can I investigate patterns around me?

What is sculpture?
Can I explain and make a sculpture?

EYFS
Cycle 2



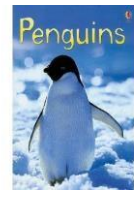
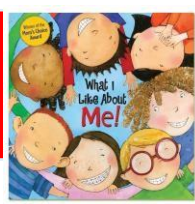
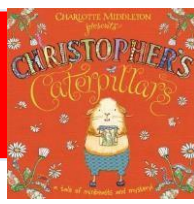
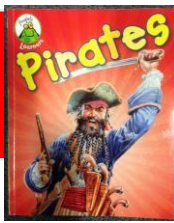
Can I explore different materials freely, Can I develop my own ideas?. Can I join different materials and explore different textures?



Can I notice patterns? Can I explore paint?
Can I explore colour and colour-mixing?



Can I draw with increasing complexity and detail? Use drawing to represent ideas? Can I show different emotions in their drawings?



Can I explore, use and refine a variety of artistic effects to express their ideas and feelings.
Can I work collaboratively, sharing ideas, resources and skills.

EYFS
Cycle 1

**YEAR
6**

WWII-Rationing
Can they create a meal with constraints?

Greeks-Preservation
Can they explain how their product should be stored within reasons?

High school ready!

**YEAR
5**

Mayans
How have they presented their product well?

Changing State
Can I use a range of tools and ingredients expertly?

Healthy Foods
Can I suggest some alternative foods and say what the good points and drawbacks are about each?

**YEAR
4**

State of Matter
Can I grow in confidence and try out new and different ideas?

South America
Can I find out how what to be hygienic and safe?

Summer Berries
Can I find foods that are seasonal?

**YEAR
3**

Packed Lunches
Can I understand the principles of a healthy and varied diet?

Food production around the world
Do I know where different foods are grown?

Making Shortbread
Can they choose the right ingredient for a product?

**YEAR
2**

Festival Foods-RE
Can I research where different foods are from?

Eating fruit and Vegetables-RE
Can I identify healthy foods?

Food from around the world
Can I identify where different foods are from?

**YEAR
1**

Food from around the world
Can I identify where different foods are from?

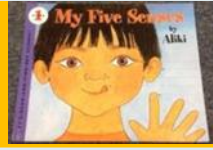
Eating fruit and Vegetables-science
Can I identify healthy foods?

Festival Foods-RE
Can I investigate where different foods are from?

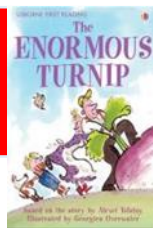
**EYFS
Cycle 2**



Do I know and talk about the different factors that support their overall health and wellbeing including healthy eating?



Can I develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:, knives, forks and spoons?



Can I make healthy choices about food and drink?

**EYFS
Cycle 1**

YEAR

6

Can I create a spreadsheet with a specific purpose?

Can I use my previous knowledge to create a number of different programs to suit a purpose?

High school ready!

YEAR

5

Can I design a model, print it as a 2D net and then create a 3D model?

Can I use online programs collaboratively to create a concept map?

Can I design and make my own game?

Can I understand how to word questions so that they can be effectively answered using a search of my database?

Can I create loops using the timer and "if/else" statements?

Can I think about what I share online?

YEAR

4

Can I create an "if/else" statement in my program?
Can I determine whether activities infringe another's copyright?

Can I interpret a variety of incoming communications and use them to build up the details of a story?
Can I use this information to create a newspaper report, using an online program?
Can I create algorithms to create logos using repetition?

Can I make a simple animation?
Can I analyse the contents of a web page for clues about the credibility of the information?
Can I explain the function of the different parts of a computer?

YEAR

3

Can I create a branching database?
Can I evaluate a simulation to determine its usefulness for purpose?
Can I produce and share graphs made on the computer?

Can I start to touch type using my left and right hands?
Can I read and respond to a series of email communication?

Can I create a variable in a program?
Can I identify some effects of playing/watching inappropriate content?

YEAR

2

Can I create a computer program?
Can I explain what a digital footprint is?

Can I use a database to answer search questions?
Can I identify the basic parts of a web search engine search page?

Can I use a program to create art by repeating patterns in a variety of ways?
Can I create my own tune using some of the chosen sounds?
Can I use a variety of software to manipulate and present digital content and information?

YEAR

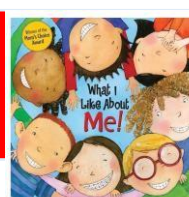
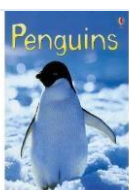
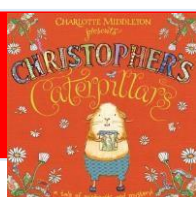
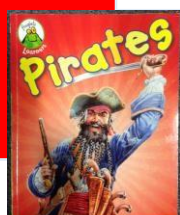
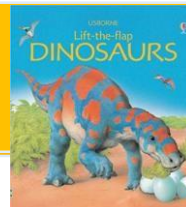
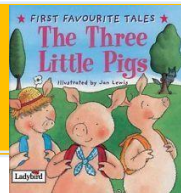
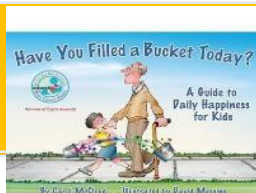
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Can I design and create a simple program?
Can I use a spreadsheet to help work out a fair way to share items?
Can I consider different types of technology used in school and out of school?

Can I use direction keys to move a character?
Can I add text and pictures to a page, change the size of the text and the font?

Can I use technology safely?
Can I print out a page from the internet?

**EYFS
Cycle 2**



**EYFS
Cycle 1**

High school ready!

YEAR

6

Buddism

Can I discuss What difference it could make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

Reflection

Can I discuss whether it is better to express your beliefs in arts and architecture or in charity and generosity?

Can I consider that if God is everywhere, why do people go to places of worship?

YEAR

5

World Faiths

Can I recognise different religious leaders and what matters most to different religious groups today?

Why do some people believe that God exists?

World Faiths

Can I explain how Moses inspired the Exodus?

Can I consider the teachings of different religions when life gets hard?

Christianity

Can I consider the impact of living by the values of Jesus in the 21st Century?

Can I show how the symbols of light and darkness are used in religion?

YEAR

4

Hinduism

Can I discuss what it means to be a Hindu in Britain today?

Christianity-Easter

Can I understand what is right and wrong and the importance of belonging and sharing?

Can I retell the Easter story and explain what it means to be a Christian in Britain today?

Special Books-world faiths

Can I explain why different sacred texts are important to different religious groups?

YEAR

3

World faiths

Can I discuss what can we learn from religions about deciding what is right and wrong?

Christianity-Jesus

Can I understand why Jesus is important to Christians today?

World Religions

Can I discuss the teachings of different religious leaders?

Can I understand why Christmas is important to Christians and discuss how it is described ?

YEAR

2

World Religions

Can I recognise symbols that are important to different religious groups?

Can I explain why and how Christians celebrate Christmas?

World Faiths

Can I discuss special places and understand what makes certain places sacred?

Can I recall and understand the importance of the Easter Story?

World Faiths

Can I recognise different religious leaders?

Can I discuss and compare the beliefs of different religious groups?

YEAR

1

World Religions

Can I understand the lessons we learn from sacred books and stories?

World Religions

Can I discuss what it means to belong to a faith community?

Can I retell the Easter Story?

Sikhism

Can I discuss how we should care for others and the world and why it matters?

Can I discuss the importance of light when celebrating Diwali?

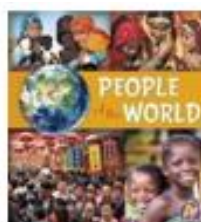
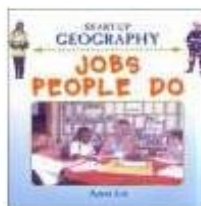
EYFS
Cycle 2

Can I show sensitivity to my own and other's needs?

Light and Dark festivals
Mini-Beasts – Life cycles

Can I know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class?

EYFS
Cycle 1





**YEAR
6**

Me & Celebrating Differences

Can I recognise that there are universal rights for all children but for many children these rights are not met?

Dreams & Goals Healthy me

Can I work out the learning steps I need to take to reach my goals?

Relationships & Changing me

Can I identify what I am looking forward to about growing up and understand this brings growing responsibilities?

**YEAR
5**

Relationships & Changing me

Can I identify what I am looking forward to about growing up and understand this brings growing responsibilities?

Dreams & Goals Healthy me

Can I identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it?

Me & Celebrating Differences

Can I make choices about my own behaviour and understand how rewards and consequences feel?

**YEAR
4**

Me & Celebrating Differences

Can I explain who is in my school community, the roles they play and how I fit in?

Dreams & Goals Healthy me

Can I tell you about some of my hopes and dreams?

Relationships & Changing me

Can Identify how girls and boys bodies change?

**YEAR
3**

Relationships & Changing me

Can I recognise stereotypical ideas I might have about families and parenting/

Dreams & Goals Healthy me

Can I recognise obstacles which might hinder my achievement and can take steps to overcome them?

Me & Celebrating Differences

Can I explain why rules are needed and how they relate to rights and responsibilities?

**YEAR
2**

Me & Celebrating Differences

Can I recognise the choices I make and understand the consequences?

Dreams & Goals Healthy me

Can I recognise who I work well with and who it is more difficult for me to work with?

Relationships & Changing me

Can I recognise life cycles in nature?

**YEAR
1**

Relationships & Changing me

Can I tell you about how my body has changed since being a baby?

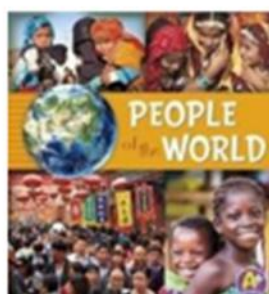
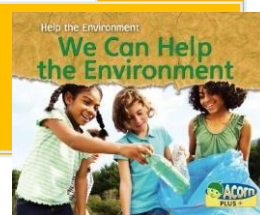
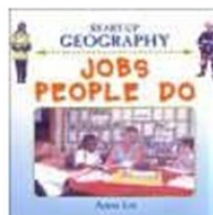
Dreams & Goals Healthy me

Can I set simple goals?

Me & Celebrating Differences

Can I explain the rights and responsibilities as a member of my class ?

**EYFS
Cycle 2**



**EYFS
Cycle 1**



YEAR

5

Composers & History

Can I appreciate the works of a great composer Copland 1900-1990?

Compose

Can I write music using staff and musical notation?

Perform

Can I improvise and compose using interrelated dimentions?

Perform

Can I improvise and compose using interrelated dimentions?

Compose

Can I listen with attention to detail music from other countries and start to use musical notation?

Composers & History

Can I appreciate the works of a great composer Greig 1843-1907?

YEAR

4

Composers & History

Can I appreciate the works of a great composer Beethoven 1770-1827?

Appreciation

Can I listen with attention to detail music from other countries?

Perform

Can I play and perform with increasing accuracy and fluency?

Perform

Can I play and perform with increasing accuracy and fluency?

Appreciation

Can I listen with attention to detail music from other countries?

Composers

Can I appreciate the works of a great composer Vivaldi 1687-1741?

YEAR

3

YEAR

2

Singing

Can I use my voice to sing songs and chants?

History

Can I appreciate the works of Purcell 1659-1695?

Perform

Can I play musical instruments tuned and un-tuned?

Perform

Can I play musical instruments?

Listening

Can I listen to a range of music?

Singing

Can I use my voice to sing songs and chants?

YEAR

1

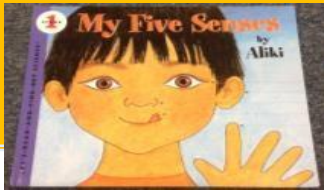
EYFS

Cycle 2

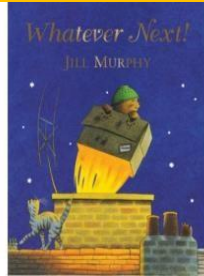
Superhero's



My 5 Senses



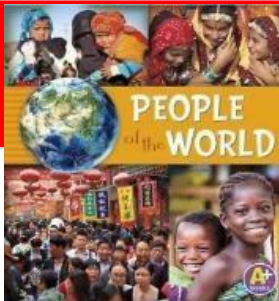
Space



Weather



People of the World



EYFS

Cycle 1

YEAR

6

Clothes

Can I describe clothing using nouns and adjectives?

I Live....

Can I ask for and give directions to various places in the town?

A French speaking country

Can I research a francophone country?

High school ready!

YEAR

5

Sports

Can I describe different sport activities?

What would you like?

Can I ask for food and drinks, saying what I like and dislike?

Me and my school

Can I understand vocabulary for places in my school and subjects?

YEAR

4

Days of the week & Months

Can I read, say and spell the days of the week and months of the year?

Weather and Numbers

Can I describe the weather and know numbers to 60?

My Family

Can I discuss my family tree?

My Family

Can I describe my family?

All about me!

Can I describe myself?

Can I speak French?

Can I say my name and greet others in French?

YEAR

3

YEAR

6

Can 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?

Can I choose the appropriate form and register for the audience and purpose of the writing?

High school ready!

YEAR

5

Can I start sentences in different ways?

Can I develop characters through action and dialogue?

Can I discuss audience and the purpose of writing?

YEAR

4

Can I compose sentences using a range of sentence structures?

Can I use a range of sentences which have more than one clause?

Can I use direct speech in my writing?

YEAR

3

Can I compose sentences using a wider range of structures?

Can I write a narrative with a clear structure, setting, character and plot?

Can I write non-narrative using simple organisational device such as headings and sub-headings?

YEAR

2

Can I write narratives about personal experiences and those of others, both real and fictional?

Can I write for different purposes, including real events?

Can I plan and discuss the content of writing and record my ideas?

YEAR

1

Can I compose a sentence orally before writing it?

Can I leave spaces between words?

Can I sequence sentences in chronological order to recount an event or experience?

Can I participate in small group, class and 1-to-1 discussion using recently introduced vocabulary?

Can I express my ideas and feelings about my experiences using full sentences?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I write recognisable letters, most of which are correctly formed?

Can I write simple phrases and sentences that can be read by others?

Can I invent, adapt and recount narratives and stories with my peers and teachers?

EYFS



YEAR

6

Can I distinguish between homophones and other words which are often confused?

Can I spell the commonly mis-spelt words from the Y5/6 word list?

YEAR

5

Can I spell words with silent letters?

Can I convert nouns or adjectives into verbs by adding a suffix?

Can I convert nouns or adjectives into verbs by adding a suffix?

YEAR

4

Can I spell words with prefixes and suffixes and add them to root words?

Can I spell the commonly mis-spelt words from the Y3/4 word list?

Can I recognise and spell homophones?

YEAR

3

Can I identify the root word in a longer word?

Can I use the first two or three letters of a word to check its spelling in a dictionary?

Can I spell words correctly which are in a family?

YEAR

2

Can I identify phonemes in unfamiliar words and use syllables to divide words?

Can I spell words with alternative spellings?

Can I segment spoken words into phonemes and record these as graphemes?

YEAR

1

Can I identify known phonemes in unfamiliar words?

Can I use letter names to show alternative spellings of the same phoneme?

Can I use syllables to divide words when spelling?

Can I spell words by identifying sounds in them and representing sounds with a letter or letters?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I say a sound for each letter in the alphabet and at least 10 digraphs?

EYFS

YEAR
6

Can I vary sentence structure depending whether formal or informal?

Can I use the passive voice?

Can I use relative clauses?

Can I use adverbs or modal verbs to indicate a degree of possibility?

Can I build cohesion between paragraphs?

YEAR
5

YEAR
4

Can I use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases?

Can I use inverted commas and other punctuation to indicate direct speech?

Can I fronted adverbials?

Can I use headings and subheadings?

Can I express time, place and cause by using conjunctions, adverbs and prepositions?

Can I use the present perfect form of verbs instead of the simple past?

YEAR
3

YEAR
2

Can I consistently use the present tense and past tense correctly?

Can I use expanded noun phrases?

Can I use subordination and co-ordination?

Can I combine words to make a sentence?

Can I join two sentences using 'and'?

Can I sequence sentences to form a narrative?

YEAR
1

Can I write simple phrases and sentences that can be read by others?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I make use of conjunctions with modelling from the teacher?

Can I express my ideas using full sentences, including the use of the past, present and future tenses?

EYFS

High
school
ready!

YEAR

6

Can I write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters?

Can I choose the writing implement that is best suited for a task?

Can I choose the writing implement that is best suited for a task?

Can I write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters?

YEAR

5

YEAR

4

Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

Can I increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?

Can I increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?

Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

YEAR

3

YEAR

2

Can I form lower-case letters of the correct size relative to one another?

Can I start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters?

Can I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these?

Can I sit correctly at a table, holding a pencil comfortably and correctly?

YEAR

1

Can I write recognisable letters, most of which are correctly formed?

Can I hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases?

Can I use a comfortable grip with good control when holding pens and pencils?

EYFS

YEAR

6

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar new words?

Can I read fluently, using punctuation to inform meaning?

High school ready!

YEAR

5

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

4

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

3

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

2

Can I decode automatically and fluently?

Can I blend sound in words that contain the graphemes we have learned?

Can I recognise and read alternative sounds for graphemes?

YEAR

1

Can I match all 40+ graphemes to their phonemes?

Can I blend sounds in unfamiliar words?

Can I divide words into syllables?

Can I say a sound for each letter in the alphabet and at least 10 digraphs?

Refer to the Reading in EYFS document on the school's website for further skills.

Can I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words?

Can I read words consistent with my phonic knowledge by sound blending?

EYFS

YEAR

6

Can I recognise texts that contain features from more than one text type?

Can I identify the key points in a text?

Can I talk about a wide range of books and text types?

Can I identify significant ideas, events and characters; and discuss their significance?

Can I read non-fiction texts and identify the purpose, structure and grammatical features?

YEAR

5

YEAR

4

Can I discuss and record words and phrases that writers use to engage and impact on the reader?

Can I explain the meaning of words in context?

Can I infer meanings and begin to justify with evidence?

YEAR

3

Can I read a range of fiction, poetry, plays and non-fiction texts?

Can I predict what might happen based on details I have?

Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions?

YEAR

2

Can I talk about and give an opinion on a range of texts?

Can I discuss the sequence of events in books and how they relate to each other?

Can I use prior knowledge, including context and vocabulary, to understand texts?

YEAR

1

Can I say what I like and do not like about a text?

Can I link what I have heard or read to my experiences?

Can I retell key stories orally using narrative language?

Can I offer explanations for why things might happen, making use of the new words that I have learnt?

Can I anticipate key events in the text?

Refer to the Reading in EYFS document on the school's website for further skills.

Can I listen attentively and respond to what I hear with questions, comments and actions?

Can I show my understanding by retelling stories using my own words and new words that I have learnt?

EYFS

YEAR

6

Can I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary?

Can I explain ideas and opinions giving reasons and evidence?

High school ready!

YEAR

5

Can I develop my ideas and opinions, providing relevant detail?

Can I adapt my spoken language depending on the audience, purpose or context?

Can I engage the listener by varying my expression and vocabulary?

YEAR

4

Can I ask questions to clarify or develop my understanding?

Can I show that I understand the main point and the details in a discussion?

Can I adapt what I am saying to the needs of the listener?

YEAR

3

Can I take part in paired and group discussions?

Can I vary the amount of detail and choice of vocabulary?

Can I sequence and communicate ideas in an organised and logical way?

YEAR

2

Can I ask questions to get more information and clarify meaning?

Can I talk in complete sentences?

Can I decide when I need to use specific vocabulary?

YEAR

1

Can I speak clearly and confidently in front of people in my class?

Can I re-tell a well known story and remember the main characters?

Can I hold attention when playing and learning with others?

Can I hold a conversation when engaged in back-and-forth exchanges with my teacher and peers?

Can I give focused attention to what the teacher says?

Refer to the Spoken Language in EYFS document on the school's website for further skills.

Can I make comments about what I have heard and ask questions?

Can I listen attentively and respond to what I hear with questions, comments and actions?

EYFS

YEAR

6

Can I identify common factors, common multiples and prime numbers?

Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication?
Can I divide numbers up to 4 digits by a two-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?

High school ready!

YEAR

5

Can I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign?

Can I multiply and divide numbers mentally drawing upon known facts?
Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?

Can I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers?

YEAR

4

Can I recall multiplication and division facts for multiplication tables up to 12×12 ?

Can I multiply two-digit and three-digit numbers by a one-digit number using formal written layout?

Can I solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects?

YEAR

3

Can I solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects?

Can I write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods?

Can I recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables?

YEAR

2

Can I recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers?

Can I calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs?
Can I show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?

Can I solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts?

Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher?

YEAR

1

*For EYFS progression pathway please refer to documentation found on school website

**EYFS
Cycle 2**

**EYFS
Cycle 1**

Progress Pathway in Number & place value



YEAR

6

Can I use negative numbers in context, and calculate intervals across zero?

Can I read, write, order and compare numbers up to 10 000 000 and determine the value of each digit?
Can I round any whole number to a required degree of accuracy?

YEAR

5

Can I read Roman numerals to 1000 (M) and recognise years written in Roman numerals?
Can I recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)?

Can I read, write, order and compare numbers up to 1 000 000 and determine the value of each digit?
Can I round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000?

Can I interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero?

YEAR

4

Can I count in multiples of 6, 7, 9, 25 and 1000?
Can I find 1000 more or less than a given number?
Can I count backwards through zero to include negative numbers?

Can I recognise the place value of each digit in a four-digit number?
Can I order and compare numbers beyond 1000?
Can I round any number to the nearest 10, 100 or 1000?

Can I identify, represent and estimate numbers using different representations?
Can I read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value?

YEAR

3

Can I identify, represent and estimate numbers using different representations?
Can I read and write numbers up to 1000 in numerals and in words

Can I recognise the place value of each digit in a three-digit number?
Can I compare and order numbers up to 1000?

Can I count from 0 in multiples of 4, 8, 50 and 100?
Can I find 10 or 100 more or less than a given number?

YEAR

2

Can I recognise the place value of each digit in a two-digit number?

Can I compare and order numbers from 0 up to 100; use <, > and = signs?

Can I identify, represent and estimate numbers using different representations, including the number line?
Can I read and write numbers to at least 100 in numerals and in words?

YEAR

1

Can I read and write numbers from 1 to 20 in numerals and words?
Can I read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs?

Can I identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least?

Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?
Can I count, read and write numbers to 100 in numerals?
Can I count in multiples of twos, fives and tens?

*For EYFS progress pathway please refer to documentation on school website

EYFS
Cycle 2

EYFS
Cycle 1

High school ready!

YEAR

6

Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius?

Can I draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes?

YEAR

5

Can I identify 3-D shapes, including cubes and other cuboids, from 2-D representations?

Can I distinguish between regular and irregular polygons based on reasoning about equal sides and angles?

Can I use the properties of rectangles to deduce related facts and find missing lengths and angles?

YEAR

4

Can I compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes?

Can I identify lines of symmetry in 2-D shapes presented in different orientations?

Can I complete a simple symmetric figure with respect to a specific line of symmetry?

YEAR

3

Can I recognise 3-D shapes in different orientations and describe them?

Can I make 3-D shapes using modelling materials?

Can I draw 2-D shapes? Can I identify horizontal and vertical lines and pairs of perpendicular and parallel lines?

YEAR

2

Can I identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line?

Can I compare and sort common 2-D and 3-D shapes and everyday objects?

Can I identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces?

YEAR

1

Can I recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)?

Can I recognise and name common 2-D shapes (e.g. Square, circle, triangle)?

*For EYFS progress pathway please refer to documentation on school website

**EYFS
Cycle 2**

**EYFS
Cycle 1**