



ASSESSING PROGRESS IN READING

Word Reading	I can
	Read Set 1, 2 & 3 sounds. (Real and alien words)
	Read Red Words (Set A- H)
	Read new words correctly by blending the sounds I have been taught.
	Divide words into syllables. E.g. a/bout say/ing
	Read compound words. E.g. carpet teapot backpack
	Read some words with apostrophes and know that the apostrophe represents the missing letters E.g. I'm =I am don't =do not
	Read unfamiliar words by blending the sounds I have been taught.
	Read words that end in s, ing, -ed, -est E.g. Slugs sleeping played hottest
	I can read words which start with un- E.g. unfit unwell unhappy
	Add -ing, -ed and -er to verbs. E.g. slowing slowed slower
	Read words with more than one syllable using sounds that I have been taught.
Check that my reading makes sense and go back to correct when it doesn't.	

1a	I can
	Use my knowledge of words (Vocabulary) to understand texts E.g. What does this word mean? What does this word/ phrase /sentence tell you about....

1b	I can
	Say what I like and do not like about a book.
	Explain what I think a text is about.
	Use what I already know to understand texts.
	Talk about the main characters within a story.


1c	I can
	Orally retell stories using story language.
	Learn some poems and rhymes by heart.

1d	I can
	Begin to draw inferences from the text and/or the illustrations. E.g. Why did (a character) behave in this way? How do you know that ____? What clues in the text hint that...?


1e	I can
	Link what I have heard or read to my own experiences. E.g. I've got a dog too. I've been to the castle/beach/city Predict what is going to happen in a text.


Stage 1 (0-25%)	0-6
Stage 2 (25-50%)	7-11
Stage 3 (50-85%)	12-18
At National Standard (85-100%)	19-22





Spelling	I can 
	Recognise sounds I know in new words.
	Use syllables to break up words to help when spelling.
	Use what I know about sounds to help me spell more words correctly. e.g. boy/boil play/train
	Use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person. e.g. I walk/she walks I wash / he washes
	Name all the letters of the alphabet in order.
	Spell words ending in -y e.g. happy, funny, party, family
	Spell words with ph and tch sounds e.g. dolphin, phone, phonics e.g. catch, kitchen
	Spell word with 'v' sound at the end e.g. live, give, have
	Use letter names to show other spellings of the same sound e.g. ai-rain ay-play
	Spell Green Words (Sets 1 & 2)
	Spell Red Words (A-H)

ASSESSING PROGRESS IN WRITING

Composition	I can 
	Compose a sentence orally before writing it.
	Sequence sentences in order that they happened.
	Re-read what I have written to check that it makes sense.
	Use the prefix 'un' e.g. unhappy/unfair/unlock
	Use the suffixes 'ed' 'ing' e.g. stomp/ stomped/stomping
	Add the endings -er and -est to adjectives where no change is needed e.g. fresher, freshest, quicker, quickest

Handwriting	I can 
	Sit and hold a pencil correctly.
	Form lower case letters correctly.
	Form capital letters and numbers 0-9 correctly.

Stage 1 (0-25%)	0-7
Stage 2 (25-50%)	8-15
Stage 3 (50-85%)	16-23
At National Standard (85-100%)	24-30

Grammar and Punctuation	I can 
	Combine words to make a sentence.
	Join two sentences using 'and'.
	Sequence sentences to write stories and non-fiction.
	Separate words using finger spaces. 
	Use capital letters to start a sentence. CL
	use a full stop to end a sentence. ●
	Use a question mark. ?
	use an exclamation mark. !
	Use capital letters for Names. CL
	Use capital letters for I



ASSESSING PROGRESS IN MATHS

Number and Place value	I can	☺
	Count to and across 100, forward and backwards, beginning with 0 or 1 from any number.	
	Count in multiples of 2, 5 and 10.	
	Count, read and write numbers to 100 in numerals.	
	Say what is one more or one less than any number.	
	Read and write numbers from 1 to 20 in numerals and words.	
Identify and represent numbers using objects and pictures including the number line and use the language of: equal to, more than, less than (fewer), most least.		

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

Measurement	I can	☺
	Compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.	
	Measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.	
	Recognise and know the value of different denominations of coins and notes.	
	Tell the time to the hour.	
	Tell the time to half past the hour.	
	Draw hands on a clock face to show these times.	
	Sequence events in chronological order using language.	
	Recognise and use language relating to dates, including days, weeks, months and years	

Stage 1 (0-25%)	0-5
Stage 2 (25-50%)	6-13
Stage 3 (50-85%)	14-20
At National Standard (85-100%)	21-25


Geometry-properties of shape	I can	☺
	Recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).	
	Recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).	


Geometry-position & direction	I can	☺
	Describe position, directions and movement, including half, quarter and three-quarter turns	

Fractions	I can	☺
	Recognise, find and name a half of an object, shape or quantity.	
	Recognise, find and name a quarter of an object, shape or quantity.	




ASSESSING PROGRESS IN SCIENCE

Biology	I can	
	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)	
	Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	
	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1)	
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)	

Physics	I can	
	Distinguish between an object and the material from which it is made. (Y1)	
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1)	
	Describe the simple physical properties of a variety of everyday materials. (Y1)	
	Observe changes across the four seasons. (Y1)	
Observe and describe weather associated with the seasons and how day length varies. (Y1)		

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-7
Stage 3 (50-85%)	8-11
At National Standard (85-100%)	12-13

For reference only

Working Scientifically	I can	
	Ask simple questions and recognise that they can be answered in different ways.	
	Observe closely, using simple equipment and perform simple tests.	
	Identify and classify using their observations and ideas to suggest answers to questions.	
	Gather and record data to help in answering questions.	



Curriculum Overview

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit What is the meaning of Easter?	Summer Term
Year A	<p><u>Christianity</u></p> <p>What can we learn about Christianity from visiting a church?</p> <p>Introduce features of a church, worship (including harvest), leaders.</p> <p>How do Christians celebrate harvest?</p>	<p>How Christians celebrate Christmas?</p> <p>Why are gifts given at Christmas?</p> <p>How do Christians celebrate the birth of Jesus?</p> <p>Introduction to Jesus as Son of God through special birth.</p>	<p><u>Christianity- Bible</u></p> <p>Why is Jesus special to Christians?</p> <p>What does the Bible teach us?</p> <p>Introducing Jesus, beliefs and stories about Jesus.</p>	<p>What is the Easter story?</p> <p>Why is Jesus' death important to Christians?</p> <p>Death and resurrection of Jesus as important to Christians.</p>	<p><u>Buddhism</u></p> <p>What can we find out about Buddha?</p> <p>Who was Buddha and what were his values?</p> <p>What do Buddhist stories tell us about his beliefs?</p> <p>Introducing beliefs and stories about Buddha.</p>
Year B	<p><u>Christianity</u></p> <p>Why is the Bible special to Christians?</p> <p>Introducing the Bible. How it is treated. Beliefs about God shown in the Bible.</p> <p>What can we learn from the story of St Cuthbert?</p> <p>(Stories of St Cuthbert)</p>	<p>How and why is light important at Christmas?</p>	<p><u>Christianity- Symbols</u></p> <p>How do Christians show they belong to the church? (Baptism/Promise)</p> <p>Church building as a place of worship.</p> <p>Leaders – introduction to local church leader (vicar, priest, minister)</p>	<p>How do Christians celebrate Easter?</p> <p>Jesus as important through stories – healer, miracle worker, one who helped care for others, Jesus as a teacher.</p>	<p><u>Buddhism</u></p> <p>How do Buddhists show their beliefs?</p> <p>How do they live and behave?</p> <p>Introducing worship, ceremonies and how commitment and belonging is shown.</p> <p>How do Buddhist and Christians worship in the home? Symbols and aids to worship.</p>



ASSESSING PROGRESS IN COMPUTING

E- Safety	I can	☺
	Log on using my user name and password	
	I can recognise nice and nasty things to say online	
	Ask an adult if I am worried about anything online	
	I know who to talk to about the internet if I need help	

Search engines	I can	☺
	get onto the internet search engine	
	search for pictures on the internet.	
	find a webpage	

Computer Science	I can	☺
	understand what algorithms are.	
	To understand how algorithms are implemented as programs on digital devices;	
	Understand how programs execute by following precise and unambiguous instructions	
	Create simple programmes	
	Debug simple programs	
	Predict what will happen to a program	
	Use logical reasons to explain what I think will happen	
	I can use block coding (espresso)	

Digital literacy	I can	☺
	Use technology purposefully to create documents	
	Organise my work in different ways.	
	Save my work in a file,	
	Edit my work when I have made it	
	Talk about when I use digital technology	

Stage 1 (0-25%) (0-5)	0-5
Stage 2 (25-50%) (6 – 10)	6-10
Stage 3 (50-85%) (11 – 17)	11-17
At National Standard (85-100%) (18-20)	18-20



ASSESSING PROGRESS IN HISTORY

Chronology	I can	😊
	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time	
	Show where places, people and events fit into a broad chronological framework	
	Begin to use dates	

Historical Terms	I can	😊
	Develop and use a wide vocabulary of historical terms such as: a long time ago, recently, when my ... were younger, years, decades, centuries	

Interpreting History	I can	😊
	Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays	

Historical Enquiry	I can	😊
	Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?	
	Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites	
	Choose and use parts of stories and other sources to show understanding of events	
	Communicate understanding of the past in a variety of ways	

Stage 1 (0-25%)	1-4
Stage 2 (25-50%)	5-8
Stage 3 (50-85%)	9-13
At National Standard (85-100%)	14-15

Continuity & Change	I can	😊
	Discuss change and continuity in an aspect of life e.g. holidays	

Causes & Consequences	I can	😊
	Recognise why people did things	
	Recognise why some events happened	
	Recognise what happened as a result of people's actions or events	

Similarities & Differences	I can	😊
	Identify similarities and differences between ways of life in different periods, including their own lives	

Significance	I can	😊
	Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why	



ASSESSING PROGRESS IN Geography

Locational knowledge	I can	
	Locate our local area i.e. World>UK>England>Seaham	
	Name the 4 countries and capital cities of the UK	
	Identify and locate the 4 countries of the UK	
	Name and locate the surrounding seas of the UK	

Geographical skills and fieldwork	I can	
	Use maps to identify our area – globes, atlases and ICT	
	Use fieldwork to observe the geography of our school & its grounds	
	Take digital photographs of our school area and label the features	

Human & Physical Geography	I can	
	Identify the changes in our weather and the influence this has on our environment	
	Identify seasonal and daily weather patterns in the UK	
	Use basic geographical vocabulary to refer to human and physical features	

Place knowledge	I can	
	Understand our area of the UK through the physical and human features	

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-6
Stage 3 (50-85%)	7-9
At National Standard (85-100%)	10-11



ASSESSING PROGRESS IN ART

Sculpture	I can	😊
	Use a range of materials creatively to design and make products e.g. clay, dough and plasticine. (Y1)	
	Use a range of materials creatively to design and make products e.g. making a clay pot and adding lines, shape and texture using tools effectively. (Y2)	

Drawing	I can	😊
	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes by using colours and pencils. (Y1)	
	Create and use a wide range of patterns and colours e.g. pencils, pastels, charcoal. (Y2)	
	Refine skills in drawing and develop and share ideas. Focus on using lines using a range of sizes, thickness and shapes. (Y2)	

Painting	I can	😊
	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Use mixed or powered paints and thick or thin paint brushes. (Y1)	
	Use primary and secondary colours when painting. (Y1)	
	Link my paintings to local artists in the area. (Y1)	
	Use primary colours to make secondary colours. (Y2)	
	Add white and black to colours to change their tone. (Y2)	
Link my paintings to the famous artist Van Gogh. (Y2)		

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-6
Stage 3 (50-85%)	7-9
At National Standard (85-100%)	10-11



ASSESSING PROGRESS IN DESIGN AND TECHNOLOGY

Design	I can	☺
	design purposeful, functional, appealing products for themselves and other users based on design criteria	
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	

Make	I can	☺
	select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	

Evaluate	I can	☺
	explore and evaluate a range of existing products	
	evaluate their ideas and products against design criteria	

Cooking and Nutrition	I can	☺
	use the basic principles of a healthy and varied diet to prepare dishes	
	understand where food comes from.	

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-5
Stage 3 (50-85%)	5-8
At National Standard (85-100%)	9-10

Technical Knowledge	I can	☺
	build structures, exploring how they can be made stronger, stiffer and more stable	
	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	