



ASSESSING PROGRESS IN READING

2a – RL	I can	☺
	Identify words that are synonyms from a choice of words	
	Find and copy a word from a text that means the same as a given word.	
	Explain the meaning of a word in different contexts.	
2a - NL	Read all Year 6 Orange words	
	Read 185 words per minute	

2g – RL	I can	☺
	Find and copy a word that shows a given description	
	Explain the effect a given word has on the reader	

2e – RL	I can	☺
	Make a logical prediction using evidence from the text	

2b – RL	I can	☺
	Find and copy a word that identifies a key detail in the text	
	Find and copy a phrase that identifies a key detail in the text	
	Identify key details from a choice of different options	
	Provide two pieces of evidence to support a statement	
	Order events within a text chronologically	

2f – RL	I can	☺
	Read and talk about a wide range of fiction and non-fiction texts	
	Explain why the author has included a certain part of the text and discuss the impact	

Stage 1 (0-25%)	0-5
Stage 2 (25-50%)	6-11
Stage 3 (50-85%)	12-19
At National Standard (85-100%)	20-23

2c – RL	I can	☺
	Identify a logical summary of a text from a choice of different options	
	Summarises the main idea of a text	

2d – NL	I can	☺
	Explain and justify inferences with three pieces evidence from the text	

2d - RL	Explain and justify inferences with two pieces of evidence from the text	
	Explain and justify inferences with one piece of evidence from the text	
	Provide arguments for and against a statement	

2h – RL	I can	☺
	Explain differences and similarities between two given things	
2h - NL	Explain how has a character or opinion changed through a text and explain why	



ASSESSING PROGRESS IN WRITING

Composition	I can
	Discuss the audience and purpose of writing. E.g. An information leaflet for Year 3 children offering guidance and advice on a new sport.
	Identify the audience and purpose before writing, and adapt accordingly E.g. Writing a Myth Set in ancient times Magical elements and powers Heroic characters/Gods/Goddesses Includes Mission/revenge etc Uses powerful imagery May mention strange creatures
	Select appropriate grammar and vocabulary to enhance meaning and create effect.
	I use a range of sentence starters to create specific effects. (ISPACED)

Spelling	I can
	Spell words ending in -cious and -tious
	Spell words ending with the /shul/ sound spelt -cial and -tial e.g. official, special, confidential
	Spell words ending in -ant, -ance, -ancy and -ation e.g. observant, substance, hesitancy, consideration

Composition	I can
	Use developed noun phrases to add detail to sentences. E.g. The <u>demon-like teacher</u> raised his <u>blood shot eyes</u> and looked at the <u>class of terrified children</u> . He held up the <u>crumpled and torn paper</u> .
	Use the passive voice to present information with a different emphasis. Active: They renovated the restaurant last month. Passive: The restaurant was renovated last month. Active: The teachers informed the children that assembly had been cancelled. Passive: The children were informed that assembly had been cancelled.
	Use commas to mark phrases and clauses. E.g. The milk, which I had left on the doorstep, had gone sour. Doctor Rogers, grinning from ear to ear, announced that she had given birth to a girl. Because her alarm clock was broken, she was late for school.

Stage 1 (0-25%)	0-8
Stage 2 (25-50%)	9-15
Stage 3 (50-85%)	16-25
At National Standard (85-100%)	26-30

Composition	I can
	Develop ideas logically in narrative and non-narrative writing.
	Improve my writing by describing settings, characters, actions and using dialogue. E.g. Describing Characters He sat, slumped upon a large tree stump, his booted feet resting on the ground. Beads of sweat trickled down his dirty and tired face and his dark brown hair clung to the back of his neck. Beneath his helmet, his eyes showed his pain, they were vacant and lonely. His hand tightly clenched his shining sword. E.g. Describing Setting It was quite a small room, with heavy black beams in the ceiling. By daylight it was amazingly dirty. The stones of the floor were stained and greasy, ash was piled within the fire and the cobwebs hung in dusty droops from the beams. There was a layer of dust on the skull.
	Can write summaries of fiction and non-fiction texts and include key information.



Spelling	I can	😊
	Spell words ending in –ent, -ence and –ency e.g. innocent, obedience, frequency	
	Spell words ending in –able and -ably	
	Spell words ending in –ible and -ibly	
	Use the suffixes –ing, -ed and –al and understand the rule of when it is necessary to double a consonant when the -fer sound is stressed e.g. referring, referral, transferred	
	Spell words ending with the /ee/ sound spelt ei after c e.g. deceive, receive, ceiling and the exceptions	
	Use a hyphen to join prefixes when the prefix ends in a vowel and the root word begins with a vowel e.g. co-ordinate, re-enter	
	Spell words containing the letter-string ough	
	Spell words containing silent letters e.g. doubt, island, lamb, solemn, thistle, knight, loch	
	Recognise and spell homophones and other words that are often confused See appendix 1	
Spell Year 6 Orange Words (See list)		

ASSESSING PROGRESS IN WRITING

Grammar and Punctuation	I can	😊
	Use the passive voice. The contaminated water was poured through a sieve. <i>In contrast to:</i> We poured the contaminated water through a sieve.	
	Vary sentence structure depending whether formal or informal. Formal: More complex sentences, less personal pronouns and formal vocabulary such as (discover instead of find , request instead of ask) Informal : Use of colloquial vocabulary and typically shorter sentence structures.	
	Use a variety of organisational and presentational devices in fiction and non-fiction writing. Fiction- E.g. Story -An opening that establishes setting and introduces characters. -Build up -Problem and resulting events -Resolution/ending Non-Fiction- E.g. Explanation Title/Opening Statement/Written in Series of logical steps/ Present Tense/Causal Connectives/Time Adverbials/ Diagrams or Illustrations	
	Write in paragraphs which signal change in subject, time, place or event.	

Grammar and Punctuation	I can	😊
	Use commas, dashes and brackets to add extra information. Commas The eccentric man, who was wearing a dazzling hat, marched confidently into the room. Dashes His new aftershave - talk about smelly - made me feel sick. Brackets Many people believe in UFOs (Unidentified Flying Objects).	
	Use the colon to introduce a list and semi-colon within lists. Colons (:) You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. Semi Colons (;) I really like beef, with mushroom sauce; pasta, with creamy sauce; and salad, with French dressing. Semi Colons (;) & Semi Colons (;) Her three daughters were born within the last 5 years: November 16, 2010; March 17, 2013; and April 23, 2015.	
	Use a hyphen to avoid ambiguity. Sam is the best-known player on the pitch. (In this, Sam is known better than any other player.) Sam is the best known player on the pitch. (Could be taken to mean that Sam is the best player of all the known players on the pitch.)	



ASSESSING PROGRESS IN WRITING

Appendix 1: homophones and words often confused

advice/advise	aisle/isle
device/devise	aloud/allowed
licence/license	affect/effect
practice/practise	altar/alter
prophecy/prophesy	ascent/assent
bridal/bridle	cereal/serial
farther/father	compliment/
guessed/guest	complement
hear/herd	led/lead
past/passed	morning/mourning
precede/proceed	stationary/
descent/dissent	stationery
desert/desert/	draft/draft/
dessert	draught
principal/principle	steal/steel
prophet/profit	wary/weary
	who's/whose



ASSESSING PROGRESS IN MATHS

Calculations	I can	☺
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
	Identify common factors, common multiples and prime numbers.	
	Perform mental calculations, including with mixed operations and large numbers.	
	Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.	
	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.	
	Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.	
	Solve problems involving addition, subtraction, multiplication and division.	
	Use my knowledge of the order of operations to carry out calculations involving the four operations.	

Number, place value, approximation and estimation/ rounding	I can	☺
	Read, write, order and compare numbers up to 10,000,000.	
	Determine the value of each digit in numbers up to 10,000,000.	
	Round any whole number to a required degree of accuracy.	
	Use negative numbers in context, and calculate intervals across zero.	
	Solve number problems and practical problems with the above.	

Stage 1 (0-25%)	0-12
Stage 2 (25-50%)	13-26
Stage 3 (50-85%)	27-44
At National Standard (85-100%)	45-53

Fractions, decimals and percentages	I can	☺
	Use common factors to simplify fractions and use common multiples to express fractions in the same denominator.	
	Compare and order fractions, including fractions >1 .	
	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
	Multiply simple pairs of proper fractions, writing the answer in the simplest form.	
	Divide proper fractions by whole numbers.	
	Associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.	
	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.	
	Multiply 1-digit numbers with up to 2 decimal places by whole numbers.	
	Use written division methods in cases where the answer has up to 2 decimal places.	
	Solve problems which require answers to be rounded to specified degrees of accuracy.	
	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	



ASSESSING PROGRESS IN MATHS

Geometry- properties of shape	I can	
	Compare and classify geometric shapes based on the properties and sizes.	
	Describe simple 3D shapes.	
	Draw 2D shapes given dimensions and angles.	
	Recognise and build simple 3D shapes, including making nets.	
	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	
	Illustrate and name parts of circles, including radius, diameter and circumference.	
	Know if the diameter is twice the radius.	

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

Geometry- position	Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.	
	Describe positions on the full co-ordinate grid (all four quadrants).	

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.	
	Convert between miles and kilometres.	
	Calculate the area of parallelograms and triangles.	
	Recognise that shapes with the same areas can have different perimeters and vice versa.	
	Recognise when it is possible to use the formulae for the area of shapes.	
	Calculate, estimate and compare volume of cubes and cuboids, using standard units.	
	Recognise when it is possible to use the formulae for the volume of shapes.	
	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.	

Algebra	I can	
	Enumerate possibilities of combinations of two variables.	
	Find pairs of numbers that satisfy an equation with two unknowns.	
	Generate and describe linear number sequences.	
	Use simple formulae.	
	Express missing number problems algebraically.	

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.	
	Solve problems involving the calculation of percentages and the use of percentage comparisons.	
	Solve problems involving similar shapes where the scale factor is known or can be found.	
	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	



ASSESSING PROGRESS IN SCIENCE

Biology	I can	☺
	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6)	
	Give reasons for classifying plants and animals based on specific characteristics. (Y6)	
	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6)	
	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6)	
	Describe the ways in which nutrients and water are transported within animals, including humans. (Y6)	
	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6)	
	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6)	
	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)	

Physics	I can	☺
	Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. (Y6)	
	Use recognised symbols when representing a simple circuit in a diagram. (Y6)	
	Recognise that light appears to travel in straight lines. (Y6)	
	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. (Y6)	
	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (Y6)	
	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y6)	
	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (Y6)	

Stage 1 (0-25%)	1-5
Stage 2 (25-50%)	6-11
Stage 3 (50-85%)	12-18
At National Standard (85-100%)	19-21

Working Scientifically	I can	☺
	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
	Using test results to make predictions to set up further comparative and fair tests.	
	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
	Identifying scientific evidence that has been used to support or refute ideas or arguments.	



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>Buddhism</u></p> <p>Who is Buddha?</p> <p>Demonstrate understanding of the life of Buddha.</p> <p>What were the teachings of Buddha?</p> <p>How is the life of Buddha celebrated?</p>	<p>What are the themes of Christmas?</p>	<p><u>Christianity</u></p> <p>What do we know about the Bible and why it is important to Christians.</p> <p>How do the bibles teachings influence life?</p> <p>Demonstrating understanding of the importance of the Bible, impact on worship, values and daily life.</p>	<p>Why is the Last Supper so important to Christians?</p>	<p><u>Christianity's belief</u></p> <p>What can we learn about the Christian faith through studying the lives of the northern saints?</p> <p>Stories about the Northern Saints – how their faith affected their lives and their significance then and now.</p>
Year B	<p><u>Hindu belief</u></p> <p>What do Hindus believe and how does this affect the way they live their lives?</p> <p>Developing knowledge about beliefs about God, meaning of life, life after death and how this affects how Hindus feel and act. Why do people use ritual in their lives. Importance of ritual in more than one religion. Similarities and differences (Hinduism/Christianity)</p>	<p>What do the gospels tell us about the birth of Jesus?</p>	<p><u>Hindu worship</u></p> <p>How Hindus worship and what they believe.</p> <p>Developing knowledge of Hinduism including private and communal worship, celebration, symbol, story.</p>	<p>Why are Good Friday and Easter Sunday the more important days for Christians?</p>	<p><u>Christianity</u></p> <p>So what do we know about Christianity? (exploration through the concepts)</p> <p>The importance of God and Jesus to Christians.</p> <p>What is religion? What concepts do religion have in common?</p>



ASSESSING PROGRESS IN COMPUTING

E- Safety	I can	☺
	To be able to use technology safely	
	Know how to report a problem online.	
	Use technology safely, respectfully and responsibly	
	recognise acceptable/unacceptable behaviour	
	identify a range of ways to report concerns about content and contact	

Search engines	I can	☺
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
	Gather information from different sources.	
	To use searches with increasing accuracy	

Computer Science	I can	☺
	explain what an algorithm is.	
	Design and write programmes using different programs	
	Debug programmes with increasing complexity	
	use sequence, selection, and repetition in programs;	
	work with variables and various forms of input and output	
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	I can code using text coding (HTML, Python) to create pages	

Digital literacy	I can	☺
	understand computer networks including the internet; how they can provide multiple services, such as the world wide web	
	understand the opportunities they offer for communication and collaboration	
	use software with increasing independence	
	combine software (e.g. importing an edited image or video into a presentation or web page)	
	Select software themselves (perhaps from the full range of applications installed on computers, smartphones and tablets at home or at school, or available to them via the web).	

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



ASSESSING PROGRESS IN HISTORY

Chronology	I can 
	Use greater depth and range of knowledge to develop an increasingly secure chronological knowledge and understanding of history, local, British and world
	Use greater depth and range of knowledge to put events, people, places and artefacts on a timeline
	Use greater depth and range of knowledge to use correct terminology to describe events in the past

Historical Terms	I can 
	Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

Interpreting History	I can 
	Understand that the past is represented and interpreted in different ways and give reasons for this

Historical Enquiry	I can 
	Devise, ask and answer more complex questions about the past, considering key concepts in history
	Select sources independently and give reasons for choices
	Analyse a range of source material to promote evidence about the past
	Construct and organise response by selecting and organising relevant historical data

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

Continuity & Change	I can 
	Use greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within and across different periods and societies

Causes & Consequences	I can 
	Begin to offer explanations about why people in the past acted as they did

Similarities & Differences	I can 
	Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual

Significance	I can 
	Give reasons why some events, people or developments are seen as more significant than others



ASSESSING PROGRESS IN Geography

Locational knowledge	I can 
	Locate main countries of Europe & of North or South America (including principal cities)
	Identify the position and significance of longitude, latitude and the Greenwich Meridian. Linking time zones, night & day and reasons for climate & vegetation

Place knowledge	I can 
	Understand geographical similarities & differences through the study of human & physical geography of a region of the UK and a region within North or South America.

Geographical skills and fieldwork	I can 
	Use maps, atlases, globes & digital mapping to locate countries & describe features studied
	Use 8 points of the compass
	Use 6 figure grid references
	Expand map skills to include non-UK countries
	Use field work to observe, measure and record human & physical features
	Use maps, graphs & plans to record my fieldwork findings

Human & Physical Geography	I can 
	Further develop my understanding of climate zones, biomes & vegetation belts
	Begin to understand how these effect and are affected by 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 MFL

To read fluently	I can	☺
	Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words	
	Read and understand the main points and opinions in written texts from various contexts, including past, present or future events	

To speak confidently	I can	☺
	Understand the main points and opinions in spoken passages	
	Give a short prepared talk that includes opinions	
	Vary language and produce extended responses	

To write imaginatively	I can	☺
	Write short texts on familiar topics	
	Refer to recent experiences or future plans, as well as everyday activities	
	Convey meaning (allow for errors, but usually can be understood with little or no difficulty) Include imaginative and adventurous word choices	

To understand French culture	I can	☺
	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken	

Topic List

- Positional words – under, above etc.
- Classroom objects
- Leisure and holidays (hobbies)
- Names of occupations
- Places
- The home
- Letters of the alphabet
- Opinions

- Christmas lessons
- Easter Lessons

Stage 1 (0-25%)	1-2
Stage 2 (25-50%)	3-5
Stage 3 (50-85%)	6-7
At National Standard (85-100%)	8-9



ASSESSING PROGRESS IN ART

Sculpture	I can	😊
	Plan and create a sculpture using mouldable material. Evaluate using artistic language. (Y5)	
	Study and replicate the famous sculptor Antony Gormley. (Y5)	
	Independently plan, create and evaluate the sculptor Henry Moore. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. (Y6)	

Drawing	I can	😊
	Experiment with shading and perspective. (Y5)	
	Know that a short, hard line gives a different feeling to a more flowing one. (Y5)	
	Continue with my sketch book, record, revisit and review my ideas (Y5)	
	Use a variety of techniques to create form and texture i.e. shading and perspective. (Y6)	

Painting	I can	😊
	Refer to the Miro Art Project when painting. Use this project for inspiration. (Y5)	
	Design using a range of materials (e.g. pencil, charcoal, paint, clay) (Y5)	
	Review and revisit my work by recreating a well-known piece of art made by Piet Mondrian. (Y6)	
	Use the colour wheel to use "harmonious colours" and "contrasting colours". (Y6)	

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	☺
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	

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

Evaluate	I can	☺
	investigate and analyse a range of existing products	
	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
	understand how key events and individuals in design and technology have helped shape the world	

Cooking and Nutrition	I can	☺
	understand and apply the principles of a healthy and varied diet	
	understand and apply the principles of a healthy and varied diet	
	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

Stage 1 (0-25%)	1-4
Stage 2 (25-50%)	5-7
Stage 3 (50-85%)	8-12
At National Standard (85-100%)	13-14

Technical Knowledge	I can	☺
	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
	apply their understanding of computing to program, monitor and control their products.	