PRIESTNALL SCHOOL

Key Stage 3

Foundation Stages

Reference Guide

Art & Design

	Big Picture Knowledge and inspiration	**Big Picture** Experiment and refine	**Big Picture** Skill	**Big Picture** Creative outcomes
BFS (Bey-ond FS)	**An independent highly developed ability of Foundation Stage 5**			
FS5	**Research**- I independently research artists and themes and find my own relevant inspiration. **Inspiration-** Artist links are always clear, relevant, and explained within my work. I am able to independently take this inspiration and make it my own. **Knowledge-** I understand how and why art movements have evolved and can express my informed opinion of art using correct terminology.	**Experiment-** I independently experiment with a range of media and combine media in successful outcomes. **Refine-** I always improve my ideas/ techniques and skills and have a range of options. Manipulation of media shows improvement as wok progresses.	**Drawing-** I show high ability in observation, ideas and insights. My drawings show a high level of accurate detail, and the style is relevant to my way of working. **Media manipulation-** I show a highly developed skillful manipulation of a range of media showing high levels of detail. Outcomes are relevant to intentions and alterations are made independently as needed. My presentation is of a high standard and all sketchbook pages are planned and well executed.	**Outcomes-** My final outcomes show a high level of skill are well refined and my development is clear throughout. I create a creative personal response realising my plans.

FS4	**Research**- I research artists and themes suggested by my teacher and find my own inspiration. **Inspiration-** Artist links are always clear, relevant and explained within my work. **Knowledge-** I understand how art movements have evolved and can use some correct terminology.	**Experiment-** I experiment with media and make successful decisions. **Refine-** I improve my ideas/ techniques and skills on my own using the success criteria as guidance. Manipulation of media is improving as work progresses.	**Drawing-** I am able to record observations, ideas and insights. My drawings show a good level of detail and are observed accurately. **Media manipulation-** I show a skillful manipulation of a range of media showing good levels of detail. Outcomes are relevant to intentions and alterations are made as needed.	**Outcomes-** My outcomes show an improved level of skill but are largely led by my teacher. My creativity is developing as I study more artist.
FS3	**Research**- I am starting to make decisions about what inspiration I take from artists that have been suggested by my teacher. **Inspiration-** Artist links are clear and relevant. **Knowledge-** I am developing an understanding of how art movements have evolved.	**Experiment-** I experiment with media making successful decisions with help from my teacher. **Refine-** I sometimes improve my ideas/ techniques and skills on my own using the success criteria as guidance.	**Drawing-** I am able to record observations, ideas and insights. My pencil control is developing and some details/ proportions are recorded accurately. **Media manipulation-** I experiment with a range of media and am beginning to manipulate materials as desired.	**Outcomes-** My outcomes show a developed level of skill but are led by my teacher.
FS2	**Research**- I can find relevant information and images of artists work suggested by my teacher. **Inspiration-** I am starting to take inspiration from artists. **Knowledge-** I am beginning to understand how art movements have changed over time.	**Experiment-** I experiment with a range of media selected by my teacher. **Refine-** I improve my ideas/ techniques and skills when prompted by my teacher.	**Drawing-** I show some ability to record observations, ideas and insights. My pencil control needs further improvement as some details/ proportions aren't recorded accurately. **Media manipulation-** I experiment with a range of media selected by my teacher. I am attempting to manipulate media as desired.	**Outcomes-** My outcomes show an improvement of skill but are led by my teacher.
FS1	**Research**- I can find information and images of artists work suggested by my teacher.	**Experiment-** I explore a range of media as instructed by my teacher.	**Drawing-** I show limited ability to record observations, ideas and insights. My basic shapes are	**Outcomes-** My skills are still improving and the response is led by my teacher.

	Inspiration- I appreciate artists work but it does not influence my own yet. **Knowledge-** I know that art movements have changed over time but I am not sure how or why.	**Refine-** I sometimes improve my ideas/ techniques and skills when prompted by my teacher.	recognisable but proportions and details are often inaccurate. **Media manipulation-** I explore a range of media as instructed by my teacher. Limited ability to manipulate media as desired.	

Beliefs & Values

Grade	Application and expression ideas related to religions and worldviews	Knowing about and understanding religions and worldviews	Spelling Punctuation and Grammar
BFS	• Assemble cross-unit and cross-curricular links and references. • Application of wider concepts from prior learning in a new context. • Form logical chains of reasoning leading to a justified conclusion. • Analyse arguments cogently, justifying perspectives	• Synthesise substantive concepts from previous Beliefs and Values units and other subject disciplines. • Refer to and unpick the context and meaning of scripture	• No spelling or punctuation mistakes • Rules of grammar used with effective control of meaning • A wide range of specialist terms are used from different perspectives/viewpoints.
FS5	• Appraise the strengths, weaknesses, value and impact of a belief or practice. • Express a well-supported viewpoint within differing opinions	• Offer diverse and differing beliefs/understandings/ practices. • Quote a variety of sources of wisdom (including scripture) with accuracy and flair (for different perspectives) • Interprets sources of wisdom, showing understanding of divergence within religious belief	• Responds to all parts of the question with accurate detail showing a good understanding and use of specialist terms
FS4	• Evaluate and interpret diverse beliefs, practices and sources of wisdom (including scripture)	• Explain, in detail, different understandings of beliefs & practices • Explain opinion with acknowledgement of why someone might disagree. • Use of accurate sources of wisdom (including scripture).	• A few spelling and grammatical errors • Use a good range of specialist terms correctly

FS3	• Articulate the impact of a belief on its followers/community. • Explain varying beliefs and impacts. • Give personal reflections and opinions.	• Demonstrate varying understandings of beliefs/practices of more than one point of view. • Use a range of reasons for personal opinion. • Know sources of wisdom, including using quotes, and use with considerable accuracy.	• Uses key terms • Writes in full paragraphs with correct punctuation
FS2	• Describe beliefs, ideas or practices with reasons. • Connect beliefs with practices. • Justify by giving reasons and explanations.	• Uses concepts, beliefs and practices and acknowledge their impacts on believers/communities. • Show awareness of sources of wisdom (including scripture).	• Spelling and punctuation are mainly correct • Rules of grammar are used and any can put forward ideas coherently • Only use a limited range of specialist terms as appropriate
FS1	• Outline and refer to beliefs/practices or ideas • Offer brief opinions on beliefs or practices	• Retell concepts, beliefs or practices. • Recognise and refer to meaning (including sources of wisdom/scripture).	• Uses full sentences
PFS (pre)	• Identify, match or retrieve information about beliefs or practices	• Notice key beliefs, practices, terms and people	• Writes in list form

Computing

	Algorithms	Communication	Data	Information Technology	Programming	The Computer
BFS	• Design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). • Be able to understand that some problems cannot be solved computationally. • Be able to select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems.	• Explain how to setup a LAN and a WAN including hardware, protocols and MAC addresses.	• Convert between binary, denary and hexadecimal numbers. Subtract binary numbers. • Explain the different types of compression (and why we need them). • Explain (and make) a simple relational database	• Understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc. • Comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues explains emerging technologies and their implications for future use of ICT	• Design a program - with pseudocode optimised (least no of lines). • Write a complex program. • Always write procedures. Code is always commented and optimised. • Use a range of loops including while, for and loop counters • Use 2D data structures. • Explain 2D data structures. • Create a detailed test plan and code is bullet proof	• Know what a low level programming language is and can give some examples. • Explain Moore's Law. • Explain how processors multitask.

FS5	• Recognise that the design of an algorithm is distinct from its expression in a programming language. • Evaluate the effectiveness of algorithms and models for similar problems. • Recognise where information can be filtered out in generalizing problem solutions. • Use logical reasoning to explain how an algorithm works. • Represents algorithms using structured language	• Explain how web servers process and store data. • Explain how the data protection act relates to online users.	• Explain why some images become pixelated. • Explain why higher resolution means better data quality. • Create different logic gate and truth tables. • Explain the different ways data is stored in programs and explain how to convert data types.	• Create creative projects that collect, analyse, and evaluate data to meet the needs of a known user group (target audience). • Effectively design and create digital artefacts for a wider or remote audience. • Consider the properties of media when importing them into digital artefacts (file types) • Document user feedback, the improvements identified and the refinements made to the solution. • Explain and justify how the use of	• Pass parameters to different functions. • Use variables in different procedures and explain how variables work in/out functions. • Appreciates the effect of the scope of a variable. • Use a wide range of loop structures for the correct purpose. • Explain when to use different loop structures. • Find errors in complex programs and then correct them.	• Explain what virtual memory is. • Explain what a disk defragmenter does

				technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues		
FS4	• Use a loop inside a loop. • Describe how to improve their algorithm so that is uses fewer lines . • Suggest another problem using the same algorithm design.	• Explain what these devices do; hubs, routers and switches • Explain what these protocols are used for; SMTP, POP, FTP, HTTP/S,TCP/ IP • Know how to use technologies and online services securely. • Explain how packet switching works	• Explain how numbers, images, sounds and character sets are represented on a computer. • Add binary numbers. Explain how resolution effects file sizes. • Explain how colour depth effects file sizes. • Explain what a data structure is and compare it to a variable. • Explain more than two methods of security and give	• Justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve given goals. • Evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating products for a known audience. • Identify and explains how the	• Use IF statements inside other IF statements. • Write their own procedure/function. Pass a parameter to a function. Choose the right procedure and function for the right job. • Use NOT operands (e.g. not equal to) • Make a 1d array. • Make a 2D array. Bug fix syntax and logic errors. Write a routine to save data to a file.	• Explain what the Von Neumann architecture is. • Explain how main memory works. • Explain what an embedded system is and why we need one. • Explain how the CPU uses registers and how memory is located.

			advice on how to keep data safe.	use of technology can impact on society. • Design criteria for users to evaluate the quality of solutions. Use the feedback from users to identify improvements. Make appropriate refinements to the solution.		
FS3	• Use an iteration and explain what this means. • Write different algorithms for a simple problem. Algorithms are well organised and presented neatly. • Make a search/sort algorithm	• Explain how search engines rank search results. • Make a simple website using HTML. Explain (and use) CSS. • Explain how the internet works. Explain how a network works (LAN). Explain what cloud	• Know what binary is and why computers use it. • Know how images are represented on a computer. Explain what compression is. Give examples of data types; real, integer, Boolean.	• Know what binary is and why computers use it. • Know how images are represented on a computer. Explain what compression is. Give examples of data types; real, integer, Boolean.	• Explain how algorithms match code. • Use a text-based programming language. • Use more than one operand (/ * - +) in a programming language. • Use a Boolean (true/false). • Select and use different data types.	• Explain what the main parts of the computer do. Explain how the CPU works with memory. • Explain the fetch-execute cycle. List more than three operating systems. • Explain what open source means.

		computing means. • Explain the difference between LAN and WAN	• Use a range of queries to find answers to problems. Use a simple query language to query a data structure. • Explain what DDOS and other attacks are.	• Use a range of queries to find answers to problems. Use a simple query language to query a data structure. • Explain what DDOS and other attacks are.	• Explain why translators are needed. • Explain some facilities of programming languages	• Explain how to maintain an operating system using some utilities.
FS2	• Be able to explain why algorithms are necessary. • Be able to explain how algorithms relate to computers. Show a different way of writing an algorithm for the same problem.	• Explain what 'web crawler programs' are. Explain lots of golden rules for being a responsible online user. • Give at least two ways to report concerns when online	• Create a complex search using more than one field. • Use Boolean and other operators in my searches (not, and, or,>)	• Decide how to change work to meet different audiences. • Evaluate own work. • Explain how IT can be used for collaboration when computers are networked. • Use criteria to evaluate the quality of solution. • Identify improvements making some refinements to the solution, and future solutions	• Explain when to use and IF ELSE instead of just an IF. • Use a FOR loop. • Write a procedure. • Explain why you use a procedure	• Explain what computers are used for and the benefits to society. • Explain three functions of an operating system. • Explain the hardware needed to setup wired and wireless networks.

FS1	• Use selections (IF and ELSE) • Use inputs or outputs	• Tell the difference between the internet and the World Wide Web. • List different ways to communicate online. • Give a list of acceptable and unacceptable behaviour when using technologies and online services.	• Give examples of changing data into information • Use a database to search for information • Use filters • Explain some ways of keeping data safe	• Collect, organise and present data and information that is suitable for the purpose. • Make appropriate improvements to solutions based on feedback received • Comment on the success of the solution they've made	• Collect, organise and present data and information that is suitable for the purpose. • Make appropriate improvements to solutions based on feedback received • Comment on the success of the solution they've made	• Explain examples of input devices. • Give you examples of sensors. • Explain what sensors are used for (data). • Explain how software can be used to collect data. • Explain the difference between software and hardware and give examples. • Explain what the main parts of a computer are
Pre-FS	• Fix problems with an algorithm • Make a loop in an algorithm	• Use a search engine to find suitable information quickly • Give rules for keeping safe online • Give examples of what would be	• Explain what data is Give examples of different types of data • Explain how data links to information • Tell you the difference	• Make a simple program using LOGO. • Fix problems in a program. • Explain why instructions need to be accurate for computers.	• Make a simple program using LOGO. • Fix problems in a program. • Explain why instructions need to be accurate for computers.	• Explain why computers aren't intelligent. • Explain some basic things you need to start using a computer.

		inappropriate when online • Explain how to report inappropriate things that might happen online	between text and numbers • Use a database to store data	• Use an IF statement in a program. • Look at some simple code and explain what it does. • Spot some mistakes in code. • Solve a simple logic problem.	• Use an IF statement in a program. • Look at some simple code and explain what it does. • Spot some mistakes in code. • Solve a simple logic problem.	• Know that somebody has to write programs. • Explain what coding is. • List different types of digital devices. • Give an example of hardware and software. • Tell you what a program/app is.

Design Technology

BFS	To achieve **beyond foundation stage**, students' work will show that they have securely met all the statements within the grade FS5 descriptor, with **exceptional** performance in most or all aspects. This could include more detail, greater accuracy, independent work, excellent drawing communication and presentation, extension questions, challenge activities, coaching others, super curriculum work, LORICA points for all areas and any other evidence that you the teacher believes justifies this judgement.
FS5	**Advanced Mastery** At this level, the student showcases an excellent level of expertise in Design and Technology, reflecting mastery in knowledge and skills. Their attitude is one of firm commitment to excellence, safety, and responsibility. They consistently complete tasks to an exceptionally high standard, setting a benchmark for their peers. Their organisational skills are exemplary, and they exhibit critical thinking across all aspects of design and technology. Actively seeking out and completing extension activities is a norm. Their willingness to read, discuss and apply key terms with enthusiasm and precision is a hallmark of their literacy skills. They demonstrate mastery in all areas, setting the highest standard in designing, making, and communicating.
FS4	**Proficient Achiever** The student shines and is enhancing in their understanding of design and technology principles, demonstrating solid knowledge and skills. Their attitude is characterised by a strong work ethic, safety consciousness, and a commitment to responsibility. They consistently complete tasks to a high standard, actively participating in safety practices and displaying excellent organisational skills including completing homework. Critical thinking is evident in their work and application of knowledge. They often exceed expectations by actively engaging in extension activities. Their willingness to read and apply key terms effectively is a notable strength, with substantial improvements in spelling and grammar.
FS3	**Competent Performer** At this stage, the student has achieved a good grasp of design and technology concepts, reflecting a substantial increase in

	knowledge and skills. Their attitude is characterised by a strong work ethic, safety consciousness, and a growing sense of responsibility. They consistently complete tasks satisfactorily and exhibit improving organisational skills. Application of knowledge in designing, making, and communicating is becoming more proficient. Engagement in extension activities is becoming more consistent. Literacy skills are improving, with enhanced reading comprehension of key terms, spelling, and grammar.
FS2	**Emerging Proficiency** The student's knowledge of design principles and techniques, and skills is progressing, showcasing a growing level of task completion. Their attitude is shifting towards more consistent engagement and responsibility. While they are starting to apply their knowledge effectively in designing, making, and communicating, there is still room for growth. Work habits are improving, with more consistent task completion and heightened safety consciousness. They are demonstrating a willingness to read and a gradual enhancement in spelling and grammar.
FS1	**Entry Level** At this stage, the student possesses a foundational but rudimentary understanding of design and technology concepts. Their knowledge is at a basic level, with a limited grasp of key principles. Their attitude towards tasks is marked by a willingness to engage but lacks consistency, leading to some sporadic task completion. Safety awareness is emerging, and they are in the initial stages of developing responsible work habits. Organisational skills are in the early stages of development, and they show a growing willingness to read and understand key terms, although spelling and grammar may need improvement. Student is working at the lower end of entry level 1. Evidence will show that they have demonstrated some engagement with some content above. Achieved some credit across elements of the six grade descriptors in the unit of work and achieved credit in some learning outcomes for the project. Work including design tasks and practical tasks will often be largely unfinished or heavily assisted. Spelling and grammar and written work may need improvement.

Design & Technology: Food

BFS	To achieve **Beyond Foundation Stage**, students' work will show that they have securely met all the statements within the grade FS5 descriptor, with **exceptional** performance in most or all aspects. This could include more detail, greater accuracy, independent work, excellent drawing communication and presentation, extension questions, challenge activities, coaching others, super curriculum work, LORICA points for all areas and any other evidence that you the teacher believes justifies this judgement.
FS5	Can demonstrate excellent understanding of the Eatwell Guide including macro and micro nutrients considering the effect of excess and deficiencies. Can demonstrate and recall excellent understanding of food hygiene and safety including key bacterial growth temperatures. Can demonstrate excellent understanding of food provenance, international cuisine and can adapt diets for several different specific needs. An excellent awareness of ethical issues surrounding food and recognises several practical steps that can be taken to reduce the impact on the environment. Can demonstrate detailed planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety, quality control and contingencies. Can independently and confidently prepare and cook a range of dishes. Can use equipment safely and with dexterity. Dishes produced show an excellent standard of presentation and quality control.
FS4	Can demonstrate a very good understanding of the Eatwell Guide including macro and micro nutrients considering the effect of excess and deficiencies. Can demonstrate and recall a very good understanding of food hygiene and safety. Can demonstrate a very good understanding of food provenance, international cuisine and can adapt diets for specific needs.

	A very good awareness of ethical issues surrounding food and recognises a number of practical steps that can be taken to reduce the impact on the environment. Can demonstrate very good planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety and quality control. Can independently prepare and cook a range of dishes. Can use equipment safely and with confidence. Dishes produced show a very good standard of presentation and quality control.
FS3	Can demonstrate a good understanding of the Eatwell Guide including macro and micro nutrients. Can demonstrate and recall a good understanding of food hygiene and safety. Can demonstrate good understanding of food provenance, international cuisine and can adapt diets for some specific needs. A good awareness of ethical issues surrounding food and recognises practical steps that can be taken to reduce the impact on the environment. Can demonstrate a good level of planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety and quality control Can independently prepare and cook a range of dishes. Can use equipment safely and with some confidence. Dishes produced show a good standard of presentation and quality control.
FS2	Can demonstrate an understanding of the Eatwell Guide including some key nutrients. Can demonstrate and recall an understanding of food hygiene and safety, support may be required during a practical. Can demonstrate an understanding of food provenance, international cuisine and with some support can adapt diets for specific needs.

	Has awareness of ethical issues surrounding food and recognises some practical steps that can be taken to reduce the impact on the environment. Can demonstrate planning skills occasionally with support. The plan shows some knowledge of health and safety and quality control. Can prepare and cook a range of dishes occasionally with support. Can use equipment safely. Dishes produced show some consideration of presentation and quality control.
FS1	Can demonstrate some understanding of the Eatwell Guide including some key nutrients. Can demonstrate and recall some understanding of food hygiene and safety, support will be required during a practical. Can demonstrate some understanding of food provenance, international cuisine and with support can adapt diets for specific needs. Has awareness of some ethical issues surrounding food and recognises basic practical steps that can be taken to reduce the impact on the environment. Can demonstrate some planning skills with support. The plan shows some knowledge of health and safety. Can prepare and cook a range of dishes with support. Can use equipment safely. Dishes produced show basic consideration of presentation and quality control.

Drama

	Creating and Responding	Performing
BFS	I not only **continuously give creative ideas** but I am also trying to **justify** them, understanding how to use conventions for a purpose and try different approaches, showing **creative originality**	I can use my **vocal, physical & movement skills**, & have the ability to use a **range** of vocal features **confidently & with ease**, demonstrating versatility as a performer
	I am **confident in directing** my peers and **leading** a group to create original work, trying new ideas and conventions. **Because of my input, my peers have also made progress**	When performing as a character, I do so with **energy** and **commitment**. I have considered many attributes of my role to create a **developed** and **rounded** character
	I **continuously participate** in class/group discussions and often use **drama terminology** within my responses. I am also starting to be able to **analyse and evaluate** my own work/work of my peers	I can communicate **very effectively** to the audience and with other performers through use of clarity and eye contact. My **focus** when performing is **sustained** and creates an **effective impact** on the audience
FS5	I not only **give creative ideas** but I am also trying to **justify** them, understanding how to use theatrical conventions or techniques for a specific purpose	I can use my vocal and movement skills, demonstrating the ability to use a **range** of features **confidently** and **with ease**
	I am **confident** in **directing my peers** and **leading a group** to create **original** work, trying new ideas and conventions or techniques	When performing as a character, I do so with **energy and commitment**. I demonstrate a **clear understanding** of the role I am playing through my vocal and physical choices

	I continuously participate in class/group discussions and often use **drama terminology** within my responses	I can communicate **effectively** with the audience and with other performers through use of clarity and eye contact. I have **presence** on stage.
FS4	I am **confident** in offering creative ideas to show my knowledge of drama and do so **continuously**	I can use my vocal and movement skills, demonstrating the ability to use a **range** of features to make my character **interesting**
	I **fully engage** in the creative process and work well with others, **often** showcasing leadership skills	When performing as a character, I do so with **energy and commitment**. There is **often** a **clear understanding** of the role I am playing
	I **continuously** participate in class/group discussions, showing my knowledge and understanding of drama	I can communicate **clearly** to the audience and with other performers through use of **clarity** and **eye contact demonstrating audience awareness**
FS3	I can give **creative ideas** and show my knowledge of drama skills and techniques	I can use my **vocal and movement skills**, demonstrating the **ability** to use appropriate tone, pitch, clarity, projection and pace / gesture, facial expression, gait and posture
	I **engage** in the **creative process** and work well with others, **sometimes** showcasing leadership skills	When performing as a character, I am **developing my understanding** of the role I am playing
	I **often** participate in class/group discussions, showing my knowledge and understanding of drama	I am **starting to** communicate clearly to the audience and with other performers through use of clarity and eye contact.

FS2	I am able to give some **basic ideas** that show my knowledge of drama skills and techniques	I can use **vocal and movement** skills on a **basic** level e.g. **some** projection, clarity and tone / **some** use of facial expression and gesture.
	I **engage in the creative process** and I am building my **confidence** to be able to take on leadership roles when working in groups	When performing as a character, I demonstrate **some understanding** of the role I am playing through my vocal and physical choices
	I **participate in** class/group discussions, answering questions about performance work with direction from the teacher	I can communicate basic characters to the audience and with other performers through use of clarity and eye contact & demonstrate audience awareness
FS1	I **can sometimes** give ideas that show my knowledge of drama skills & techniques	I **am working towards** using my voice & facial expression **confidently** when performing
	I **sometimes** collaborate well with others during the creative process	When performing as a character, I try to **change my voice** & **movement** to suit the role
	I am **developing my confidence** when participating in class/group discussions	I **try to** communicate clearly to the audience and with other performers through use of clarity and eye contact & demonstrate audience awareness

English

Foundation Stage Level Descriptors READING					
FS1 – Simple	**FS2 – Some**	**FS3 – Secure**	**FS4 - clear**	**FS5 – developed**	**BFS - confident**
Students are occasionally able to meet the learning intentions but inconsistently and not always successfully, even with significant scaffolding/support.	*Students are sometimes able to meet the learning intentions, still with reliance on scaffolding/support, and with some inconsistency.*	*Students are mainly able to meet the learning intentions but may occasionally need some scaffolding/support, although this is no longer relied upon.*	*Students are clearly able to meet the learning intentions, usually (and mainly) without any reliance on scaffolding/support.*	*Students are consistently and independently able to meet the learning intentions, always without scaffolding/support.*	*Students are confidently and convincingly able to meet (and go beyond) the learning intentions without any scaffolding/support.*
Simple, limited understanding with misconceptions frequently evident. Simple retrieval of explicit ideas, although this is inconsistent and occasionally with errors. Simple/no inference despite heavy support, with frequent errors, and without any awareness of context. Simple selection textual reference, although heavily supported and with frequent errors. Simple or no comments on language/structure despite support, and with frequent errors.	Some understanding mostly demonstrated, sometimes inaccurately and/or inconsistently. Some retrieval of explicit ideas, often with support but with some errors, with some emerging awareness of implicit ideas. Some inference emerging, although always supported and with some errors. Some occasional consideration of context but with some errors. Some selection of textual references, although always supported and with some errors. Some comments on language/structure, although always supported and with some errors.	Secure understanding demonstrated accurately, with less support, and few (if any) errors. Secure response to explicit and implicit ideas, almost always with limited support and with a growing sense of accuracy/independence. Secure inference evident with (limited) support, few (if any) errors, and with an emerging consideration of context. Secure selection and embedding of textual references, with limited support and few errors. Secure relevant comments on language/structure, with some (limited) support and few (if any) errors.	Clear understanding demonstrated, mainly without support or error. Clear response to explicit and implicit ideas within a text, mainly without support or error. Clear inferences made, mainly without support or error, and with a clear consideration of context. Clear, relevant selection of textual references, usually without any support or error, and embedded with a growing confidence. Clear explanation of language/structure,	Developed, detailed understanding demonstrated, always without support and with a growing confidence. Developed, detailed response to explicit and implicit ideas, always without support, and with a growing confidence. Developed, sustained inferences made without support and with an emerging consideration of context, both inside and outside of the text. Developed selection of textual references, embedded smoothly independently and mainly with consistency. Developed analysis of language/structure, mainly	Confident, perceptive understanding demonstrated and with convincing independence. Confident response to explicit and implicit ideas beyond what has been taught in the classroom. Confident, perceptive inferences that consider a multitude of contextual factors. Confident, convincing selection of textual references, integrated seamlessly and confidently to articulate a clear idea. Confident, detailed analysis of language/structure, considering multiple

Simple and limited/no awareness of voice, despite scaffolding. Simple and limited/no awareness of writer's purpose, despite scaffolding. Simple/no awareness of how texts are linked to one another by their shared universal, timeless themes. *At the bottom of FS1, a student might:* Be unable to read the text without significant support. Articulate words phonetically, rather than as a complete unit. Struggle to comprehend the text, despite extensive scaffolding and support. Have no awareness of there being a writer constructing a text. Have no awareness of any language devices being chosen. Struggle to refer to a specific moment in the text	Some awareness of voice, although always supported and with some errors. Some awareness of writer's purpose, although still fairly limited and always with support. Some awareness of how texts are linked to one another by their shared universal, timeless themes but without any independence and with some misconceptions/ errors evident.	Secure ability to track voice/ideas with some (limited) support and few (if any) errors. Secure awareness of writer's purpose with some support (and occasional misconception). Secure, explained awareness of how texts are linked to one another by their shared universal, timeless themes, with very few (if any) misconceptions.	usually without (or with very little) support or error. Clear ability to track voice/ideas, usually without (or with very little) support or error. Clear understanding of writer's purpose, usually without (or with very little) support or error. Clear ability to make connections/links between texts across the curriculum without support and with a clear, emerging awareness of the writer's intent being influenced by the context within which the text was written.	with consistency and some confidence. Developed tracking of voice/ideas, with some consideration of context. Developed understanding of writer's purpose, always without support and with some growing conviction and nuance. Developed ability to make independent connections/comparisons/ links between texts across the breadth of the curriculum, with a developed awareness of the intent of the writer and the context within which the text was written.	layers and meanings with convincing independence. Perceptive tracking of voice/ideas with some confidence and awareness of subtleties/nuances. Confident, perceptive understanding of writer's purpose, both as a piece of entertainment and as a social commentary, articulated with conviction and nuance. Confident ability to make independent connections/ links between texts across the breadth of the curriculum, always convincingly articulated, and with a confident awareness of the intent of the writer and the context within which the text was written.

to support their idea, even verbally.					

Handwriting may be almost illegible, possibly to hide misspelled words.	Some understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.				sentence in tense, aspect, and mood.

ENGLISH: SPOKEN LANGUAGE

Talking to Others (A011)	Talking with Others (A012	Talking within role-play and drama (AO13)	Studying Spoken Language (AO14)
Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues	Understand the range and uses of spoken language, commenting on meaning and impact in both written work and discussion

(Beyond FS Level) Talk is conducted in an exceptional way
(FS5) Talk is conducted in an effective way
(FS4) Talk is conducted in a consistent way
(FS3) Talk is conducted in a competent way
(FS2) Talk is conducted in an inconsistent way
(FS1) Talk is conducted in a limited way

ENGLISH: WRITING					
FS1 – Simple	**FS2 – Some**	**FS3 – Secure**	**FS4 - Clear**	**FS5 – Developed**	**BFS - Confident**
Students are occasionally able to meet the learning intentions but inconsistently and not always successfully, even with significant scaffolding/support.	*Students are sometimes able to meet the learning intentions, still with reliance on scaffolding/support, and with some inconsistency.*	*Students are mainly able to meet the learning intentions but may occasionally need some scaffolding/support, although this is no longer relied upon.*	*Students are clearly able to meet the learning intentions, usually (and mainly) without any reliance on scaffolding/support.*	*Students are consistently and independently able to meet the learning intentions, always without scaffolding/support.*	*Students are confidently and convincingly able to meet (and go beyond) the learning intentions without any scaffolding/support.*
Simple, limited communication that, at times, lacks clarity. Simple (or no) awareness of writer's purpose. Simple attempts made to establish a strong voice/character/narrator, not always successfully. Simple or limited vocabulary used with varying degrees of success Simple control over sentence formation, limited to writing mainly in simple SVO sentences with consistent errors (missing subject / verb / object). Simple use of structure, either using limited/sporadic/no paragraphing.	Some clarity in communication, with some inconsistences still evident. Some awareness of purpose but not always executed successfully. Some attempts made to establish a strong voice/character/narrator, with some success. Some use of lower-frequency vocabulary but with a reliance on vocabulary banks provided. Some sense of simple sentence formation using SVO, with some errors still evident. Some awareness of sentence functions using simple and compound sentences to varying degrees of success, but	Secure communication and clarity, with less reliance on scaffolding/support. Secure awareness of purpose, with occasional errors in execution. Secure attempts made to establish a strong voice/character/narrator, mainly with success. Secure use of lower-frequency vocabulary, with less reliance on vocabulary banks provided. Secure awareness of sentence formation using SVO. Secure awareness of sentence functions, using simple, compound, and complex sentences to varying degrees of success.	Clear communication and clarity, mainly without any reliance on scaffolding/ support. Clear understanding of purpose, executed with a growing clarity and control. Clear ability to establish a strong voice/character/ narrator with success. Clear use of lower-frequency vocabulary, with little to no reliance on vocabulary banks provided. Clear variation in sentence functions, using simple, compound, and complex sentences successfully. Clear and conscious paragraph structure used to achieve a clear effect.	Developed communication and clarity, always without scaffolding/support. Developed understanding of purpose, executed with a sustained clarity. Developed, consistent ability to sustain a successful strong voice/character/narrator. Developed use of low-frequency vocabulary for effect, always without any reliance on scaffolding/support. Developed variation in sentence functions, using simple, compound, and complex sentences successfully and independently for a deliberate effect.	Confident communication, constructed with flair, sophistication, and executed with convincing clarity. Confident, convincing execution of purpose used to both empower the writer and manipulate the reader. Confident, consistent ability to sustain a strong voice/character/ narrator, tailored convincingly to task. Confident, independent control of low-frequency vocabulary, used deliberately to both position and manipulate the reader. Confidently varied sentence functions,

Simple to no awareness of basic spelling patterns, with spelling errors being more consistent than occasional. Simple to no awareness of basic punctuation, such as full stops. Simple to no awareness of capitalisation, either at the start of a new sentence or for all proper nouns. Simple/limited understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood. *At the bottom of FS1, a student might:* Spell words phonetically. Consistently make high-frequency word errors (for example, 'wot', 'thay'). Simple/limited understanding of how to proof-read, demonstrating a lack of awareness.	with some errors. Some conscious paragraph structure used, not always successfully, and with significant reliance on sentence starters. Some awareness of the need for a whole-text structure (probably limited to two paragraphs), executed with some success using sentence frames. Some awareness of basic spelling patterns, with spelling errors being more occasional than consistent. Some control over basic punctuation, such as full stops and commas, with some errors evident (missing full stops, commas splicing, run-on sentences). Some awareness of capitalisation at the start of a new sentence or for all proper nouns, with some inconsistencies.	Secure paragraph structure created, sometimes with reliance on sentence starters. Whole-text structure beginning to emerge that securely transitions writing from one idea to the next with some support. Secure awareness of basic and more challenging spelling patterns, with occasional errors in the more challenging words. Secure control over basic punctuation, such as full stops and commas, with some emerging awareness of more advanced punctuation. Secure awareness of capitalisation at the start of a new sentence or for all proper nouns. Secure understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.	Clear whole-text structure built for effect and with less reliance on scaffolding/support. Clear awareness of both basic and challenging spelling patterns, with any minor errors not impacting on clarity. Clear control over both basic and advanced punctuation, including semi-colons, with very few errors. Clear, emerging awareness that punctuation can be used to manipulate the way that a writer responds, with some clear attempts made to do so. Clear awareness of capitalisation at the start of a new sentence or for all proper nouns, with no capitalisation errors present. Clear understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.	Developed understanding of how clausal structures can be constructed to manipulate the way a reader thinks/feels/ responds. Developed and cohesive whole-text structure built deliberately for effect and without the use of any scaffolding/support. Developed awareness of both basic and challenging spelling patterns without any errors or support. Developed control over both basic and advanced punctuation, including semi-colons and colons, to deliberately and consciously manipulate the way a reader thinks/feels/ responds to a text. Developed understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.	constructed successfully and independently to convincingly achieve a desired effect(s). Confident use of structure, both sentence-level and whole-text, to deliberately and convincingly position and manipulate the reader. Confident awareness of both basic and challenging spelling patterns without any error. Confident control over all types of basic and advanced punctuation, including semi-colons, colons, and parenthesise, to confidently and convincingly manipulate the way a reader thinks/feels/ responds to a text. Confident understanding of verb agreements when matching the subject and verb of a

Geography

	Knowledge and understanding	Interactions and relationships	Drawing conclusions	Geographical skills
BFS	Demonstrate **relevant and broad knowledge**, **understanding** and **application** of geographical information and issues.	Demonstrate **strong understanding** of some **complex interactions and interrelationships** between people and the environment and between geographical phenomena.	Construct **convincing arguments** with occasional **complexities** to reach reasoned **judgements with some substantiation**.	Use a **range of geographical skills and techniques** effectively with some **evaluation**.
FS5	Demonstrate **mostly accurate and appropriate knowledge**, **understanding and application** of geographical information and issues.	Demonstrate **clear understanding of interactions and interrelationships** between people and the environment and between geographical phenomena.	Construct **coherent arguments** to draw conclusions **supported by evidence**.	Use a **range of geographical skills and techniques accurately**, showing understanding of their purpose.
FS4	Demonstrate **some accurate and appropriate knowledge, understanding and application** of geographical information and issues.	Demonstrate **some understanding of interactions and interrelationships** between people and the environment and between geographical phenomena.	Construct **some coherent arguments** to draw conclusions **supported by evidence**.	Use a **basic range of geographical skills and techniques with some accuracy**, showing **some understanding** of their purpose.

FS3	Demonstrate **geographical knowledge and understanding with more gaps and inaccuracies; language is generally basic**, but some geographical terms are used.	Offer **some understanding of interactions and relationships** between people and the environmental, and this will vary in depth.	Construct **simple conclusions**, with some **brief evidential support**.	Use a **basic range of geographical skills and techniques with some accuracy and limited understanding** of their purpose.
FS2	Demonstrate **basic knowledge, understanding and application** of geographical information and issues.	Demonstrate **basic understanding of aspects of interactions and interrelationship**s between people and the environment and between geographical phenomena.	Make **straightforward comments** with **some reference to evidence**.	Use **some basic geographical skills and techniques with limited accuracy**.
FS1	Demonstrate **limited knowledge, understanding and application** of geographical information and issues.	Demonstrate **limited understanding of aspects of interactions and interrelationships** between people and the environment and between geographical phenomena.	Give **basic comments** with **little or no reference to evidence**.	**Attempts to use some basic geographical skills and techniques with limited accuracy**.

History

	Causation	Change and continuity	Historical evidence	Historical interpretations
BFS	**Signpost 4: Unintended consequences** HISTORICAL ACTORS cannot always predict the effects of their own actions leading to UNINTENDED CONSEQUENCES. These unintended consequences can also lead to changes	**Signpost 4: Complexity of change** Change and continuity are not a single process. There are many FLOWS of change and continuity operating at the same time. Not all FLOWS go in the same direction	**Signpost 5: Sources in context** Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and the conditions and views that existed at the time.	**Signpost 4: Interpretations in context** Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created, the conditions and views that existed at the time, and what impact these factors might have on the final interpretation.
FS5	**Signpost 3: Personal and contextual factors** Historical changes happen because of two main factors: the actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.	**Signpost 3: Flows of continuity and change** Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be described in terms of TRENDS and TURNING POINTS.	**Signpost 4: Evaluating sources** Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT as evidence in relation to a particular question.	**Signpost 3: Evaluating interpretations** The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and the EVIDENCE chosen to build their interpretation and what impact this might have on the final interpretation.
FS4			**Signpost 3: Source utility** Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according	

			to the specific enquiry or the questions being asked.	
FS3 **FS2**	**Signpost 2: Influence of factors** Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.	**Signpost 2: Interweaving continuity and change** Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.	**Signpost 2: Cross-referencing sources** Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.	**Signpost 2: Drawing inferences from interpretations** It is possible to draw INFERENCES from interpretations of the past, just as with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.
FS1	**Signpost 1: Causal webs** Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences.	**Signpost 1: Identifying change** Past societies are not fixed: there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods.	**Signpost 1: Inferences from sources** When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past.	**Signpost 1: Identifying interpretations** Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through the process of interpretation.

MATHS

The levels below represent a 'best fit' model.

Using and applying

Pre Foundation Stage Students use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship. Students select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Foundation Stage 1 Students try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Students show that they understand a general statement by finding particular examples that match it.

Foundation Stage 2 Students develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, with or without ICT, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organised way, using ICT appropriately. They search for a solution by trying out ideas of their own.

Foundation Stage 3 In order to explore mathematical situations, carry out tasks or tackle problems, students identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.

Foundation Stage 4 Students carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context. Their written and spoken language explains and informs their use of diagrams. They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.

Foundation Stage 5 Starting from problems or contexts that have been presented to them, students explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence. Students develop and follow alternative approaches. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work.

Beyond Foundation Stage Students critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. **Number**

Number and Algebra

Beyond Foundation Stage Students critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. **Number and Algebra**

Pre Foundation Stage Students count, order, combine, increase and decrease quantities when solving problems in practical contexts. They read and write the numbers involved. Students count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Foundation Stage 1 Students show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation, in the context of measures and money, and to recognise negative numbers in practical contexts such as temperature. Students use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent. Students use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100. When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10.

Foundation Stage 2 When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding division facts. They select efficient strategies for addition, subtraction, multiplication and division. They recognise approximate proportions of a whole and use simple formulae expressed in words. Students use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers in context. They use and interpret coordinates in all four quadrants.

Foundation Stage 3 Students use all four operations with decimals to two places. They solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. Students order and approximate decimals when solving numerical problems. They evaluate one number as a fraction or percentage of another. They find and describe in words the rule for the next term or nth term of a sequence where the rule is linear.

Foundation Stage 4 Students order and approximate decimals when solving numerical problems and equations, using trial and improvement methods. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation interpreting general features. When making estimates, students round to one significant figure and multiply and divide mentally. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately.

Foundation Stage 5 Students understand the effects of multiplying and dividing by numbers between 0 and 1. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables. Students solve problems that involve calculating with powers, roots and numbers expressed in standard form. They manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They sketch and interpret graphs of linear and quadratic.
Students choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. They evaluate algebraic formulae or calculate one variable, given the others, substituting fractions, decimals and negative numbers. They solve inequalities in two variables. They sketch and interpret graphs of cubic and reciprocal functions, and graphs that model real situations. They solve simultaneous equations in two variables where both equations are linear. They solve problems using intersections and gradients of graphs.

Beyond Foundation Stage Students understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic.

Shape and Space

Pre Foundation Stage When working with 2-D and 3-D shapes, students use mathematical language to describe properties and positions. They measure and order objects using direct comparison, and order events. Students use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of faces, edges and vertices. They distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

Foundation Stage 1 Students classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts. They reflect simple shapes in a mirror line. They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments.

Foundation Stage 2 Students use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. They find areas of simple shapes. They identify all the symmetries of 2-D shapes. They make sensible estimates of a range of measures in relation to everyday situations.

Foundation Stage 3 When constructing models and drawing or using shapes, students measure and draw angles to the nearest degree and use language associated with angles. They know the angle sum of a triangle and that of angles at a point. They convert one metric unit to another. They understand and use the formula for the area of a rectangle. Students recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. They devise instructions for a computer to generate and transform shapes and paths. . They understand and use appropriate formulae for areas of plane rectilinear figures and volumes of cuboids when solving problems.

Foundation Stage 4 They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. They devise instructions for a computer to generate and transform shapes and paths. They understand and use appropriate formulae for finding circumferences and areas of circles when solving problems. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed.

Foundation Stage 5 Students understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. Students understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions. Students sketch the graphs of sine, cosine and tangent functions for any angle. They calculate lengths of circular arcs and areas of sectors. They appreciate the continuous nature of scales that are used to make measurements.

Beyond Foundation Stage Students sketch the graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate the surface area of cylinders and volumes of cones and spheres.

Statistics

Pre Foundation Stage Students sort objects and classify them, demonstrating the criterion they have used. They collect data to answer questions. Students sort objects and classify them using more than one criterion. When they have gathered information to answer a question or explore a situation, students record results in simple lists, tables, diagrams and block graphs, in order to communicate their findings.

Foundation Stage 1 Students extract and interpret information presented in simple tables and lists. They construct charts and diagrams to communicate information they have gathered for a purpose, and they interpret information presented to them in this form. Students generate and answer questions that require the collection of discrete data which they record using a frequency table. They understand and use an average and range to describe sets of data. They construct and interpret simple line graphs.

Foundation Stage 2 Using technology where appropriate: students group data in equal class intervals if necessary, represent collected data in frequency diagrams and interpret such diagrams. Students understand and use the mean of discrete data. They compare two simple distributions using the range and one of the mode, median or mean. . They understand and use the probability scale from 0 to 1.

Foundation Stage 3 Students interpret graphs and diagrams, including pie charts, and draw conclusions. They collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables. They construct and interpret frequency diagrams. They construct pie charts. They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

Foundation Stage 4 They draw conclusions from scatter diagrams, and have a basic understanding of correlation. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. When dealing with a combination of two experiments, they identify all the outcomes. When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

Foundation Stage 5 Students specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments. Students interpret and construct cumulative frequency tables and diagrams. Students estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a compound event and use this in solving problems. Students interpret and construct histograms

Beyond Foundation Stage Students understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.

Modern Foreign Languages

Speaking Component

	Communication	Spontaneity and fluency	Range and accuracy of language	Pronunciation and intonation
BFS	Gives clear information on a wide range of topics. Can develop responses in extended sequences of speech. Gives and often explains opinions in more detail. Can formulate a wide range of questions including more complex language without prompting.	Sometimes reacts naturally to questions on a range of topics, although may also rely on support or prepared responses at times. Delivery is generally at a reasonable pace.	Good language with a variety of structures and vocabulary. Attempts at more complex structures are usually successful. There are references made to past, present and future which are sometimes successful. There may be minor errors but they do not impede comprehension.	Good pronunciation and intonation with only occasional lapses.
FS5	Gives mostly clear information on wide range of topics. Can answer a range of questions with short responses and some extended responses. Gives opinions some of which are explained in more detail. Can formulate their own questions on a range of topics.	Can answer questions on a range of topics with support, or prepared responses for unfamiliar questions. Often adapts language to give more spontaneous responses. Delivery is usually at a natural speed, although there may be hesitancy.	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition. Successful attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. There may be errors in more complex structures, but they do not generally impede comprehension.	Good pronunciation but some inconsistency at times. Often uses intonation. Confident in applying knowledge of phonics to new words.
FS4	Gives mostly clear information about topics seen recently and	Can answer a range of questions with support, or prepared responses for unfamiliar questions.	Reasonable language with simple structures and vocabulary.	Generally good pronunciation with some inconsistency in new language.

	sometimes on a wider range of topics. Can answer questions on a range of topics with short responses. Gives opinions and often develops them. Can formulate their own questions.	Sometimes adapts language to give more spontaneous responses. Delivery is often at a natural speed, although may be slow at times.	Some attempts to use more complex structures, although not always successful. There is some success in making reference to another time frame. There may some be errors but do not usually impede communication	Able to use intonation. Often able to apply knowledge of phonics to new words.
FS3	Gives mostly clear information about different topics seen recently in class. Can usually give short responses to simple questions on a range of topics. Gives opinions and sometimes develops them with basic language. Is able to ask a range of pre-learnt questions.	Can answer a range of familiar questions with support or prepared responses. Delivery can be at a natural speed with familiar language although may be quite slow at times.	Is able to use simple structures to answer questions on a range of topics. Some variety of language, not overly reliant on the same adjectives. Beginning to use some complex structures There may be serious errors in less familiar language.	Pronunciation is clear, although there is some inconsistency. Able to use a little intonation. Sometimes able to apply limited knowledge of phonics to new words.
FS2	Usually clear when speaking about different topics seen recently in class. Can usually give short responses to simple questions without prompting. Gives basic opinions and occasionally develops them without prompting.	Can answer some familiar questions with support or prepared responses. Often hesitates and delivery may be quite slow.	Is able to use basic structures to answer questions on different topics. Limited range of vocabulary, sometimes repeats the same adjectives Few errors in familiar language.	Pronunciation is clear, although some words may be anglicised.

	Is able to ask short pre-learnt questions.			
FS1	Usually clear if speaking about a topic seen very recently in class. Can usually give short responses to simple questions when prompted. Uses basic opinion phrases when prompted.	Can answer basic questions with considerable support or prepared responses. May hesitate at length and delivery is usually quite slow.	Is able to use some basic structures and phrases to answer familiar questions. Very limited range of vocabulary, often repeats the same adjectives and phrases. Basic errors can impede communication.	Pronunciation is usually clear, although there may be a delay.
Pre-FS	Sometimes clear in short answers. Can sometimes give very short responses to simple questions. Can give a basic opinion when prompted.	Can give short basic answers with support or prepared responses. Relies entirely on support to answer questions.	Is able to use very short basic structures to answer some questions. Repetition of the same adjectives and phrases.	Pronunciation can be understood in single words.

Writing Component

	Sentences	**Accuracy and Communication**	**Variety of Language**
BFS	Longer coherent texts on a range of topics. Transferring knowledge from prior topics.	Produces writing which is accurate, with rare lapses when using more complex structures.	Manipulates language to narrate, inform, interest or convince a reader of their ideas and points of view. Occasionally uses a range of less common vocabulary and complex linguistic structures as indicated in the specification.

FS5	Full sentences and short paragraphs. Longer texts on a range of familiar topics.	Produces writing which is accurate when using a wider variety of structures. There may be some major errors in more complex structures. A lot of information is communicated clearly.	Variety of ideas, opinions and adjectives, some complex structures. Common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity. A range of common vocabulary and linguistic structures with the occasional more complex linguistic structures as indicated in the specification. Reference to three time frames, which are largely successful.
FS4	Full sentences and short paragraphs on a range of familiar topics.	Produces writing which is accurate when using a wider variety of structures. Minor errors when attempting a wider variety of structures. Major errors in more complex structures. A lot of information is communicated.	Common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity. A range of common vocabulary. A range of complex language – including more than one time frame.
FS3	Full sentences, which are sometimes extended, on a range of familiar topics.	Produces writing which is accurate when using familiar language. Some major and minor errors when attempting a wider variety of structures. Quite a lot of messages are communicated.	A range of common, familiar language with more frequent ambiguity. A range of common vocabulary. Some complex language.
FS2	Short sentences on a range of familiar topics.	Produces writing which is reasonably accurate when using familiar language. Some messages are communicated.	A limited range of common, familiar language to present simple facts, ideas, and points of view. Uses a limited range of common vocabulary. Attempts at longer sentences.

FS1	Very short sentences on a limited range of topics.	Legible but lots of errors. A few messages are communicated.	Repetitive, simple, limited.
Pre-FS	Single words, missing words in whole sentences.	Some words are communicated.	

Music

Assessment Objective One: Performing

BFS	Perform music with technical challenges, mostly demonstrating fluency and sensitivity
FS5	Perform music with some technical challenges broadly fluently with some sensitivity
FS4	Perform music with limited technical challenges, showing some fluency and sensitivity
FS3	Perform music with limited technical challenges Fluency may be inconsistent
FS2	Perform simple pieces with limited fluency and sensitivity

Assessment Objective Two: Composing

BFS	Compose using a range of musical elements with competence, demonstrate, accurate knowledge of a range of musical elements, contexts and language
FS5	Compose using a range of musical elements creating musical ideas with some success
FS4	Compose using a narrow range of musical elements, creating some successful musical ideas
FS3	Composition relies upon a restricted use of musical elements which lack effective development
FS2	Compose using a range of musical elements, creating musical ideas with some appeal and limited development

Assessment Objective Three: Listening (Knowledge)

Assessment Objective Four: Appraising (Skill)

BFS	Demonstrate, accurate knowledge of a range of musical elements, contexts and language Evaluate music using musical terminology accurately
FS5	Demonstrate mostly accurate knowledge of a range of musical elements, contexts and language Evaluate music using musical terminology appropriately
FS4	Demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language Evaluate music to make some judgements, sometimes using musical terminology
FS3	Knowledge of some musical elements, contexts and language is mostly accurate with some errors Evaluation uses appropriate terminology with minor errors judgements are not always supported
FS2	Demonstrate, through aural identification, some knowledge of musical elements, contexts and language Evaluate music to produce simple reflections with inconsistent use of musical terminology

Physical Education

Please find below a generic assessment criteria used in KS3 PE lessons. There are individual activity specific assessment criteria which go in to more detail that students will become more familiar with in lessons.

BFS	• Able to understand and explain all safety requirements for physical activity • Has an extended range of knowledge around the activity they are participating in; using the correct terminology in group and class discussions • Shows a very good level of fitness regardless of the activity • Provides complex feedback using the correct terminology • Understand how antagonistic muscles contraction occurs and can give examples linking movements at the main joints at work during physical activity • Can apply understanding of a range of components of fitness to a wide variety of sports
FS5	• Able to understand and explain all safety requirements for physical activity • Has a developed a range of knowledge around the activity they are participating in using the correct terminology effectively. • Able to show a good level of fitness regardless of the activity. • Able to provide recommendations to improve performance through adapted exercises. • Able to name the agonist muscles at work during different movements in physical activity • Understand how to improve components of fitness relevant to their sports
FS4	• Able to understand and explain a variety of safety requirements when performing physical activity • Has a broad range of knowledge around the terminology used in the activity they are participating in • Able to perform competently showing a good level of fitness • Able to provide feedback to improve a peer's performance • Able to name the antagonistic pairs needed when exercising • Able to describe how each component of fitness is important to the sport they are taking part in
FS3	• Understand a variety of safety requirements for physical activity • Understands the use of basic terminology and when it may be appropriate within a session • Demonstrates a competent level of fitness • Able to identify their own areas of strength and development. • Able to identify types of movement at a joint used when exercising • Able to identify components of fitness needed in the activity they are taking part in
FS2	• Understand the basic safety requirements for physical activity

	• Can identify basic terminology when working related to the activity they are taking part in • May need support when using the equipment • Able to show a basic level of fitness in performance • Can identify strengths and areas to develop within a peer's performance • Able to recall the muscles and components of fitness important for the activity they are taking part in
FS1	• Able to recall basic safety rules for physical activity • Can recall basic terminology for the activity they are taking part in • Needs support to use the equipment • Can make basic statements about a peers' performance. • Can recall the names of some of the basic muscles and components of fitness used in the activity they are taking part in
Pre-FS	• Limited understanding of safety involved in physical exercise. • Cannot recall basic terminology • Does not show ability to use equipment safely • Unable to work without support • Unable to evaluate peer performances. • Unable to remember names of muscles or components of fitness without prompting

Science: Biology

BFS	I demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. I apply this effectively in my descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. I can explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria. I interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply my understanding to a wide range of biological systems. I demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example in the study of global climate change through manipulating data to identify trends and suggest correlation between data. I describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change, explaining in detail the impact on environment, economic and social issues arising.
FS5	I demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. I use and apply this effectively in my descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes and how organ systems work together for the functioning of the human body for example the circulatory and respiratory systems. I interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example biodiversity. I show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can explain how scientific ideas have changed, based on experimental evidence. I can describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon.
FS4	I can describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example recalling the word equation for respiration and describing the stages of eutrophication. I can make links between different areas of science in their explanations. I can apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. I can explain the use of enzymes in digestion and give an example of an enzyme in the human body. I can describe how carbon can move between living organisms and the atmosphere. I can explain how evidence supports some accepted

	scientific ideas, such as the structure and function of cells. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of overuse of pesticides and bioaccumulation.
FS3	I can describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function. I can use the word equation for photosynthesis and respiration. I take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. I can describe how a model lung can explain the mechanism of breathing and its importance for providing a reactant needed for respiration. I can apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. I can identify the different organs within an organism and use them to explain the different organ systems and their importance. I can describe some evidence for some accepted scientific ideas, such as the causes of variation between living things for example; the research done by Watson and Crick. I can explain the importance of some applications and implications of science, such as the use of selective breeding,
FS2	I can describe the processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential and give examples of organ systems which could include; the circulatory, respiratory and digestive system for animals and the main organs of a flowering plant related to reproduction. I can explain processes and phenomena, in more than one step or using a model. I can apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors, for example give a range of reasons why a camel can live in a hot environment and a polar bear to live in a cold environment. I can describe applications and implications of science, such as solving some of the health problems that arise due to malnutrition.
FS1	I can describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat and plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration. I can recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things.

Pre-FS	I can use my knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. I recognise that living things grow and reproduce through the study of plant, animal reproduction. I can name the main organs involved in plant and animal reproduction. I can sort living things into groups, using simple features. I can describe the basis for my groupings [for example, number of legs, shape of leaf], identifying objects as living or non-living using MRSGREN. I recognise that different living things are found in different places [for example, ponds, woods]. I can use my knowledge and understanding of basic life processes [for example, growth, reproduction] when I describe differences between living and non-living things.

Science: Chemistry

BFS	I demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. I apply this effectively in my descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. I can explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria. I interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply my understanding to a wide range of biological systems. I demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example in the study of global climate change through manipulating data to identify trends and suggest correlation between data. I describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change, explaining in detail the impact on environment, economic and social issues arising.
FS5	I demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. I use and apply this effectively in my descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes and how organ systems work together for the functioning of the human body for example the circulatory and respiratory systems. I interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example biodiversity. I show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can explain how scientific ideas have changed, based on experimental evidence. I can describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon.
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	scientific ideas, such as the structure and function of cells. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of overuse of pesticides and bioaccumulation.
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FS1	I can describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat and plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration. I can recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things.

Pre-FS	I can use my knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. I recognise that living things grow and reproduce through the study of plant, animal reproduction. I can name the main organs involved in plant and animal reproduction. I can sort living things into groups, using simple features. I can describe the basis for my groupings [for example, number of legs, shape of leaf], identifying objects as living or non-living using MRSGREN. I recognise that different living things are found in different places [for example, ponds, woods]. I can use my knowledge and understanding of basic life processes [for example, growth, reproduction] when I describe differences between living and non-living things.

Science: Physics

BFS	I demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. I apply this effectively in my descriptions and explanations, identifying links and patterns within and between topics, for example understanding how models like the particle model are useful in explaining physical phenomena. I can interpret, evaluate and synthesise data from a range of sources in a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems. I can demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration and theories about the start of the universe. I can describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation.
FS5	I can demonstrate extensive knowledge and understanding related to energy, forces and space, for example the passage of light waves through a medium or the flow of current in a parallel circuit. I use and apply this effectively in their descriptions and explanations, identifying links between topics. I can interpret, evaluate and synthesise data from a range of sources and in a range of contexts. I can show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can describe and explain the importance of a wide range of applications and implications of science, such as relating the dissipation of energy during energy transfer to the need to conserve limited energy resources. I can carry out multi-step calculations e.g. x = s x t
FS4	I can describe a wide range of processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology and sequencing a number of points, for example how energy is transferred by radiation or by conduction. I can apply and use more abstract knowledge and understanding in a range of contexts, such as the appearance of objects in different colours of light. I can explain how evidence supports some accepted scientific ideas, such as the role of gravitational attraction in determining the motion of bodies in the solar system. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science.
FS3	

	I can describe the processes and phenomena related to energy, forces and space, using abstract ideas (I give the idea not given in question or shown on graph) and appropriate terminology, for example: electric current as a way of transferring energy. I take account of a number of factors in my explanations of processes and phenomena, for example increased strength electromagnet because of number or turns or current or iron core. I can also use abstract ideas or models, for example sustainable energy sources. I can apply and use knowledge and understanding in unfamiliar contexts. e.g. expansion and contraction in metals. I can describe some evidence for some accepted scientific ideas, e.g. conservation of energy such as the transfer of energy by light, sound or electricity. I can explain the importance of some applications and implications of science, such as the responsible use of unsustainable sources of energy.
FS2	I can describe processes and phenomena related to energy, forces and space, drawing on abstract ideas (an idea given in the question or reading off a graph) and using appropriate terminology, for example 'balanced forces' or 'unbalanced forces'. I can explain processes and phenomena, using a model, such as the length of a day or a year. I can apply and use knowledge and understanding in familiar contexts e.g. moments on a see saw. I recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as objects being seen when light from them enters the eye. I can describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments.
FS1	I can describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example: the observed position of the sun in the sky over the course of a day. I recognise some applications and implications of science, such as: the use of electrical components to make electrical devices, how magnetic fields are emitted from a wire carrying a current, linking pressure to force and area, and linking sound topic to how the ear works.
PFS	I can communicate observations of changes in light, sound or movement that result from actions for example: switching on a simple electrical circuit, and pushing and pulling objects. I recognise that sound and light come from a variety of sources and name some of these for example TV, radio, torches, the sun and people. I know about a range of physical phenomena and recognise and describe similarities and differences associated with them for example sound and light waves. I can compare the way in which devices, for example bulbs, motors and wires, work in different electrical circuits. I can compare the brightness or colour of lights, the loudness or pitch of sounds from looking at a waveform and the current or voltage from looking at ammeters or voltmeters. I can compare the movement of different objects in terms of speed or direction. I use my knowledge and

	understanding of physical phenomena to link cause and effect in simple explanations for example, a bulb failing to light because of a break in an electrical circuit, and the direction or speed of movement of an object changing because of a push or a pull. I am beginning to make simple generalisations about physical phenomena for example, explaining that sounds they hear become fainter the further they are from the source