

Foundation Subject Assessments Upper Key Stage 2 Summative Judgements

ART

Drawing

- I can imitate the effect of light on objects and people from different directions
- I can use shade to interpret the texture of a surface
- I can produce increasingly accurate drawings of people
- I can use perspective in my drawing

Painting

- I can create images using different hue, tint, tone, shade and mood
- I can explore texture using colour
- I can use colour to express feelings and emotions

Texture

- I can select and use materials to represent poetry, stories, music
- I can use different methods of embellishment such as beads
- I can make my own fabric
- I can work collaboratively on a large scale piece

Form

- I can create sculpture using a range of media with increasing accuracy

Printing and Pattern

- I can screen print
- I can combine prints for effect
- I can evaluate the work of other printers – William Morris
- I can create abstract pattern to reflect personal experiences

Computing

Computer Science

- I can combine sequences of instructions and procedures to turn devices on and off.
- I can use technology to control an external device. (Crumble, microbits)
- I can design algorithms that use repetition and 2-way selection. (selection quizzes)
- I can design a solution by breaking a problem up.
- I recognise that different solutions can exist for the same problem.
- I can explain how an algorithm works.
- I can use logical reasoning to detect errors in algorithms.
- I can use selection in programs.
- I can work with variables.
- I can explore 'what if' questions by planning different scenarios for controlled devices.

Information Technology

- I can analyse information in spreadsheets
- I can evaluate information in fact files and databases
- I can understand how search results are selected and ranked (fact files, databases, vector graphs)
- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.
- I can edit a film.

Digital Literacy

- I understand that you have to make choices when using technology and that not everything is true and/or safe.
- I can discuss the risks of online use of technology.
- I can identify how to minimise risks.

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Design and Technology

I can research prior to making a product and communicate my ideas through discussion, annotated designs diagrams and prototypes

I can make functional and appealing products fit for purpose -

sandals - Roman army

3 course meal - Darwin's diet on his voyage.

snare trap - suitable to catch a small creature.

Meal fit for a prisoner

Space Buggy - wheels that could travel on the moon.

I can make a product aimed at a specific audience or individual

I can choose from a wide range of tools and materials to make my product.

Tools

knives

saw

needle

CAD

crumble kit

Materials

fabric

string

wood

cardboard
wires/motor/battery
natural resources (twigs)

I can use mechanical and electrical systems - electrical circuit to power a motor.(Space buggies)

Mechanical system - snare trap

I can choose my materials based on their aesthetic properties

I understand how key events/individuals in technology have shaped the world

I know what a healthy balanced diet looks like and can apply these principles

I can use a range of cooking techniques to prepare savoury dishes

chopping

peeling

mixing

baking

kneading

rolling

I know the term seasonality and know that ingredients may need to be caught, reared or processed

I can generate, develop, model and communicate ideas through using CAD (computer aided design)

Geography

Locational Knowledge

I can locate countries of the world on a map. (Russia, Galapagos, Brazil, New Zealand, Australia, Italy, Norway, Denmark, Sweden)

I can locate counties and cities of the United Kingdom. (Counties: Yorkshire, Lincolnshire, Nottinghamshire, Northumberland, Staffordshire. Greater Manchester, Suffolk, Cambridgeshire. Cities: York, Bath, Durham, Chester)

I can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones

I can identify aspects of the physical and human geography that have changed over time – housing developments in the locality

Place knowledge

I have studied a region of the UK, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography.

I have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography

(Lourinha , Portugal, Barton, Galapagos, Skara Brae, Florida)

Human and Physical geography

I can describe and understand a wide range of key aspects of physical geography. – terrain, climates

I can describe and understand a wide range of key aspects of human geography landmarks, buildings, transportation

Geography Skills and Fieldwork

I can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

I can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps).

I can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies.

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History

Chronological Understanding

I have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline- Tudors, Anglo-Saxons, Romans, Egyptians, Greeks, Vikings, Victorians, Space Race
I can draw my own timeline, deciding on accurate intervals and adding to it as I learn about new periods of history.

I can compare a range of historical periods, identifying a number of similarities between them and why this is. (Roman Britain, Viking Britain, Bronze Age)

I can compare a range of historical periods, identifying differences between them. (Roman Britain, Viking Britain, Bronze Age)

I can identify trends over time, identifying how ideas have been continued/ developed. (punishments, warfare, religion, travel)

Vocabulary

I can remember and use a range of names and words from the areas I have studied over the years.- see vocabulary list

I can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.

I understand a range of words related to history in general as well as periods of history -see vocabulary list

Questioning

I can ask a range of questions, creating questions that develop understanding about change, cause and significance.

I can challenge sources, questioning the validity of these and whether they have been created for propaganda.

I can purposefully select information when forming responses to questions.

I can organise information purposefully when responding to or asking questions.

Knowledge

I have a wide ranging knowledge about historical events, from local history to world history.

I have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.

I can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

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MFL Y5 Y6

Listening

I can listen to and understand a longer text / conversation
I can identify specific sounds in words.

I can understand more complex sentences and the main points and opinions in a longer piece of text.

Speaking

I can ask and answer questions.

I can count up to 50. **Count to 100**

I can take part in conversations using an increasing range of vocabulary.

I can express my opinion and use the negative to give answers to simple questions on likes and dislikes

I can use simple conjunctions to build sentences. (mais, et, aussi)

I can use a wider range of verbs to express my opinions. For example: aimer, adorer, detester.

I can confidently present information to my peers.

I am becoming increasingly accurate with pronunciation.

I can express the time using o'clock and half past.

Reading and writing

I can read short pieces of text containing both familiar and new vocabulary and work out what it means.

I can apply my phonics knowledge when meeting new words and writing words.

I can read aloud from a text with confidence, accuracy and expression. For example a description of a high street or an extract from a familiar story.

I can decode most of the meaning in a longer piece of text containing vocabulary I have learned.

I can answer questions about a text in French.

I can write a short text of three or four sentences on recently introduced vocabulary such as food, transport or the weather. I may still need a word bank to help me.

I can use conjunctions in my writing.

I can write some sentences containing familiar vocabulary from memory.

I can write several sentences based on the topics I have been learning.

I can add some adjectives to my sentences to add interest.

My writing shows some understanding of tense, gender and word order.

Phonics and Grammar

I understand that adjectives have to agree with the noun they describe and can explain the word order for familiar adjectives.

I can begin to use the future tense.

I use the phrase il y a

I understand and use some prepositions

I know how possessive articles change according to gender.

I understand conjugation and apply it when using familiar verbs in the present tense.

I can read words containing a range of letter strings.

I can use adjectives with increasing accuracy of word order and ending.

I can identify tenses from a range of sentences.

Culture

I can talk about some cultural differences between England and France on topics such as school life or food.

I can talk about festivals or traditions in France such as Bastille Day or Le Tour de France .

Music

I can maintain my part in a performance while others are performing their part.

I can organise or change sounds to create a different effect- tempo, volume, pitch

I know what 'staff' is and other musical notations – durations, rests

I can name composers and have an understanding of their history. Gustav Holst, William Barton

I know different types of music originate from different traditions or different parts of the world - William Barton.

I can recall sounds with increasing aural memory.

I can compose music using notation for a range of purposes.

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PE			
<p>Dance</p> <p>I can create original movements linked in an original sequence.</p> <p>I can move imaginatively and appropriately to a range music</p> <p>I can perform consistently with precision.</p> <p>I can perform narrative with expression.</p> <p>I can adapt and change a performance based on feedback</p> <p>I can replicate sequence quickly.</p> <p>I can perform with purpose and with high energy levels.</p> <p>I can perform and link dance phrases appropriately and effectively.</p> <p>I can adapt performances to incorporate equipment – hoops, bean bags, ribbons.</p> <p>I can work cooperatively with a partner</p>	<p>Gymnastics</p> <p>I can consistently show body tension.</p> <p>I can perform given positions accurately.</p> <p>I can perform a range of leaps (scissors, change leg, half spin, stag leap)</p> <p>I can create a complex sequence.</p> <p>I can perform original sequences with enthusiasm, precision, fluidity and balance.</p> <p>I can create original sequence using apparatus – a frame, benches, boxes, ropes</p> <p>I can adapt ideas showing gymnastic awareness</p> <p>I can perform mirrored balances within given parameters.</p> <p>I can perform balances using support (apparatus and partner) – headstand, handstand, squat, hollow, dish, tuck, pike.</p> <p>I can perform up to 4 rolls with control- egg, log, dish, teddy bear, forward, backward, side</p> <p>I can start and exit a roll with control.</p> <p>I can perform cartwheel in a straight line.</p> <p>I can show a safe landing position.</p> <p>I show control when jumping, turning and spinning- full turn, half turn, quarter turn</p>	<p>Net/Wall & Striking and Fielding</p> <p>I can keep a rally going over a prolonged period of time.</p> <p>I can consistently show accuracy using backhand/forehand/ volley.</p> <p>I react well to changing situations.</p> <p>I can consistently select the correct shot in any given situation.</p> <p>I can use correct technique when throwing and stopping a range of balls</p> <p>I can transfer from stop to throw quickly.</p> <p>I can use correct technique when striking a ball.</p> <p>I can throw overarm/underarm effectively and accurately.</p> <p>I can consistently select and apply correct throw – over arm/underarm</p> <p>I can use correct technique (cricket bowl)</p> <p>I can hit a ball consistently with power and controlled direction.</p> <p>I can use skills and knowledge to effectively win games</p> <p>Invasion Games</p> <p>I show high levels of awareness of game principles.</p> <p>I can give some creative input into the creation of a game.</p> <p>I can implement attacking and defensive tactics in a game.</p> <p>I can develop my own attacking and defensive tactics.</p> <p>I show high level of control, skill and accuracy.</p> <p>I can execute a variety of passes effectively – chest, bounce, shoulder, overhead</p> <p>I can recognise and move into space quickly.</p> <p>I can send and receive effectively on the move.</p> <p>I can use evasive strategies.</p> <p>I can use tactics in a game situation</p> <p>I can show accuracy when shooting</p>	<p>Athletics</p> <p>I know and use parts of the jump in isolation-prepare, take off , landing</p> <p>I understand fully how a skill is broken down.</p> <p>I can perform a variety of jumps fluently – standing. Triple, vertical</p> <p>I can sustain an appropriate pace for a race.- sprints, cross country</p> <p>I can adapt pace to race situation.- sprint finish</p> <p>I can sustain acceleration and speed over a distance.</p> <p>I consistently show power and effective technique when jumping, throwing & sprinting.</p> <p>I can select my preferred take-off foot when jumping</p> <p>I can run and jump with height</p> <p>I have developed and applied baton passing technique</p> <p>I can use good technique when performing a variety of throws</p> <p>Developing, planning and communicating</p> <p>I can lead groups and perform with high levels of energy.</p> <p>I can give appropriate feedback</p> <p>I can work within and contribute to group decisions.</p> <p>I can work effectively in a group.</p> <p>I show leadership qualities to support and encourage</p> <p>Attitude & Evaluation</p> <p>I can evaluate activity and make appropriate changes.</p> <p>I can evaluate my own and others performance.</p> <p>I can show elements of decision making and leadership.</p> <p>I can show determination</p> <p>I demonstrate a strong desire to improve.</p> <p>I can maintain a competitive attitude</p>

Science			
<p>Living things and their habitats</p> <p>I can grow new plants from different parts of the parent (e.g. seeds, stem, root cuttings, bulbs etc) and make observations</p> <p>I can describe the life cycle of plants</p>	<p>Animals including humans</p> <p>I can describe the changes as humans develop to old age</p> <p>I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p>	<p>Earth and Space</p> <p>I can describe the sun, Earth and moon as approximately spherical bodies</p> <p>I know that the sun is a star</p>	<p>Light</p> <p>I can use different light sources, sun, torch</p> <p>I can explain how light is reflected using appropriate scientific vocabulary</p> <p>I know that light appears to travel in straight lines</p>

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<p>I can describe the life cycle of a human and compare it with the life cycle of a plant I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I know what the terms “sexual reproduction” and “asexual reproduction” mean I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals I can put vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals and put invertebrates into slugs, snails, worms, spiders and insects. I can give reasons why living things are placed in one group and not another I can give reasons for classifying plants and animals based on specific characteristics I know about the work of influential scientists- Benjamin Franklin, Hidden Figure, Charles Darwin?</p>	<p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>I know that the sun is at the centre of the solar system and that it has 8 planets (and Pluto as a dwarf planet) I can describe the movement of the Earth and other planets relative to the sun in the solar system I know that a moon is a celestial body that orbits a planet (Earth has one moon, Jupiter has 4 large moons and many smaller ones) I can describe the movement of the moon relative to the Earth I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the I can recognise some star constellations</p>	<p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>
<p>Materials and States of Matter I can use scientific vocabulary to describe materials – porous, ductile, permeable, impermeable, transparent, opaque, translucent, conductor (electrical/thermal),soluble, magnetic, durable. I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Forces, Magnets and Electricity I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I know that gravity (a pull) is the opposite of air resistance (a push) I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect I know how scientists (e.g. Newton) helped to develop the theory of gravitation I can work safely with electricity I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches I can accurately draw and label a diagram of a circuit (simple, parallel) using recognised symbols</p>	<p>Evolution and Inheritance I know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I know that some characteristics are passed from parents to their offspring I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution I can describe the work of palaeontologists I know how the likes of Darwin and Wallace developed their ideas on evolution</p>	<p>Working Scientifically I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can use test results to make predictions to set up further comparative and fair tests. I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>

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RSE	
<p>I can explain what a healthy relationship looks like I can explain what an unhealthy relationship looks like I know what puberty is I know what a new baby needs to make it happy and healthy I know how to look after my body I know where to find safe information about puberty</p>	<p>I know the difference between a friendship and an intimate relationship I know what LGBTQ+ means I can describe how my body will change as I get older (physical, emotional & behavioural changes -males & females) I know how sexual intercourse is related to conception and how this can be prevented I know about some sexually transmitted diseases and how they can be prevented I know there are different types of contraception I know where I can find safe information about puberty and sex</p>