

Foundation Subject Assessments Lower Key Stage 2

ART

Drawing

- I can experiment with various pencil types? (2-6HB/2-8B)
- I can complete close observation work
- I can draw positive and negative shapes
- I can create initial sketches as preparation for painting
- I can create accurate drawings of people with a particular focus on faces
- I can identify and draw the effect of light
- I can work on a variety of scales

Painting

- I can mix colours for effect using tint, tone and shade
- I can use a range of brushes types (flat, rounded, miniature rounded)
- I can use a range of application techniques – dotting, splashing, scratching
- I can imitate colours from observations
- I can select my own equipment appropriately
- I can use colour to reflect mood

Texture

- I can create a woven design using a range of materials
- I can use tie-dye/ Batik to design my own fabric
- I can imitate textural art
- I can compare and contrast different fabrics

Form

- I can discuss and imitate the work of other sculptors (Henry Moore)
- I can create sculptures using different patterns and textures
- I can shape, form, model and construct using a range of malleable and rigid materials
- I can use different methods of adhesive (PVA, Glue, Wire)

Printing and Pattern

- I can imitate natural and man made patterns
- I can modify and adapt prints
- I can use tessellation
- I can use ICT to create pattern
- I can complete relief and impressed printing
- I can complete monoprinting
- I can colour mix by overlapping prints effectively

Computing

Computer Science

- I can design a sequence of instructions, including directional instructions.
- I can write programs that accomplish specific goals.
- I can work with various forms of input.
- I can work with various forms of output.
- I can experiment with variables to control models.
- I can give on-screen robot specific instructions which takes them from A to B.
- I can make an accurate prediction and explain why I believe something will happen (linked to programming).
- I can de-bug a program.

Information Technology

- I can use a range of software for similar purposes such as PowerPoint and Word
- I can collect information and present it appropriately
- I can design and create content.
- I can create and upload a podcast
- I can search for information on the web in different ways.
- I can manipulate and improve digital images.

Digital Literacy

- I use technology respectfully and responsibly.
- I know different ways I can get help if I am concerned.
- I understand what computer networks do and how they provide multiple services.
- I can discern when it is best to use technology and where it adds little or no value.

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Design and Technology

I can do my own research to develop a design idea and discuss with others
I can make functional and appealing products fit for purpose (WW2 Packed lunch, Shaduf, Habitat, Crane, Chocolate box and Electrical Alarm Circuit)
I can make a product suitable for a certain audience
I can make annotated sketches of my design before making a prototype
I can choose from a wide range of tools and materials to make my product
I can investigate and analyse a range of existing products
I can consider the views of other to improve my work
I know the principles of a healthy balanced diet
I can prepare and cook a savoury dish
I know that some foods are grown at certain times and in different places
I can generate, develop, model and communicate ideas through using CAD (computer aided design)

Geography

Locational Knowledge

I can confidently locate countries in Europe, North and South America on a map. (Cuba, Mexico, Jamaica, Canada, Brazil, Columbia, Peru, Trinidad & Tobago)
I can, with increasing accuracy, locate cities of the UK. (Hull, Liverpool, London, South Hampton, Manchester, Birmingham, Coventry, Sheffield, Bournville)
I can identify some counties in the UK (Northern Ireland, England, Wales & Scotland)
I can locate the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian and time zones

Place knowledge

I have studied a region of the U.K, a region in a European country and a region within North or South America and I can identify similarities and differences between the three in physical and human terms.
Animal Magic - North & South America & Sweden
Chocolate - Lake Texcoco (Mexico)
Egypt - Alexandria Port, Hull and Grimsby Port
Ice Adventure - Svalbard

Human and Physical geography

I can describe specified of aspects of physical geography. (Climate & Location)
I can describe specified of aspects of human geography. (Land Use, populations, social mobility, trade)

Geography Skills and Fieldwork

I can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied effectively
I can use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).
I can use fieldwork to observe, measure, record and present human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.

History

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Chronological Understanding

I have a secure knowledge of chronology and can place periods of history studied accurately on a timeline. (BC - Egyptian civilisation, Ancient Greeks, Mayan Civilisation. AD - WW2, Shackleton's Expedition, British Empire)

I can make links between periods of history I have studied and can identify similarities and differences between them. Y4 - Egyptians/ Mayan time period crossover.

Vocabulary

I can remember and use a range of names and words from the time periods I have studied?

Animal Magic - Colony, Slavery, Empire

Ancient Egypt - Archaeology, pharaoh, architect, hieroglyphics

WW2 - Invade, blackout, Blitz, Evacuee, Rations, Shelter, Refuge, Allies, Axis

Ice adventure - Expedition, endurance

Chocolate - Cacao, Plantation, hierarchy, legacy

Superhero - Artefact, hierarchy.

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

I can recall key words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. (Civilisation, Hierarchy, Empire, Ancient, Artefact, Legacy)

Questioning

I can ask questions to develop my understanding.

I am able to answer questions accurately related to the area of study.

I can use sources to justify my answers.

I can organise information to answer historical questions

Knowledge

I can remember a range of key facts and information from the time periods studied

WW2 - Evacuation and the locations, Start and finish year of WW2.

Ice - Dates of the expedition

Egypt - Tut's tomb discovery

Animal Magic - The growth and decline of the British Empire

Chocolate - Mayan Civilisation

Superhero - Ancient Greeks way of life (Sparta & Athens)

I can identify at least two ways we gather information.

I am able to use at least one type of source of information confidently.

MFL Y3 Y4

Listening

I can listen for words and repeat what I hear.

I can recognise the words I have already learnt.

I enjoy listening to and joining in with songs and rhymes

I can listen for key words and phrases when listening to longer passages, stories or songs.

Speaking

I can ask the question "How are you?" formally (vous) and informally (tu).

I can express some feelings (ca va bien, ca va mal, comme ci comme ca, je suis content, je suis triste)

I can express commands followed by the word "please" formally and informally. (regardez, écoutez, asseyez)

I can ask for someone's name and introduce myself.

I can count up to 20 (Year 3) **30**

I know up to 11 colours in the masculine and feminine forms. (rouge, bleu, vert, jaune, noir, blanc, rose, marron, violet, orange, gris)

I can recite the 7 days of the week **and the months of the year**

I can ask for someone else's age and give my age.

I can remember and repeat most of the vocabulary from the topics I have learned **with the correct gender.**

I can engage in role play, giving my name, age and where I live.

I can speak in phrases and short sentences using the vocabulary from the topics I have learned. For example, J'aime nager/Je n'aime pas les pommes.

I can pronounce very familiar language with good pronunciation and intonation.

Reading and writing

I can read familiar words, short phrases **and sentences** from the topics I have learned **and apply the phonics and grammar I have learned.**

I can translate the meaning of words and short phrases **and sentences** from the topics I have learned.

I can begin to use a bilingual dictionary to check the meanings of new words.

I can write numbers 1-10. **To 20.**

I can write familiar words and short phrases from the topics I have learned.

I can write labels to match pictures.

I can spell the days of the week.

Using a word bank to help me, I can write short sentences based on the topics I have learned.

Phonics and Grammar

I can recite the alphabet in French **and recognise letter strings oi, eu, on, ir, or**

I understand the pronoun 'you' has an informal (tu) and a formal (vous) **and begin to use these in speech.**

I understand 'the' has different forms depending on gender and numbers

I understand 'a' has different forms depending on gender and numbers.

I know some of the forms of the verb 'to have' (avoir).

I know some of the forms of the verb 'to be' (etre).

I can use some adjectives, such as grand, tres, petit when speaking aloud.

I know the different endings of ER verbs. For example: (aimer, detester, jouer).

Culture and traditions

I can place France on a map.

I know the names of French speaking countries.

I can talk about Brittany and its traditions.

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Music	
<p>I can sing on my own with expression.</p> <p>I can perform as part of a group using tuned and untuned instruments (drums, shakers, cymbals, boom whackers, glocks, xylophone)</p> <p>I can create my own notation</p> <p>I can compose my own music for a specific purpose.</p> <p>I can improvise to create music.</p> <p>I can repeat patterns using instruments.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>I can listen to music from different composers and explain what I like and dislike. (Elton John, Dame Vera Lynn, Freddie Mercury, Ravel, Danny Elfman, Daft Punk)</p> <p>I can name a famous composer. (Elton John, Dame Vera Lynn, Freddie Mercury, Ravel, Danny Elfman, Daft Punk)</p> <p>I understand terminology: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whispering etc)</p> <p>I can use this terminology to describe a piece of music.</p>	

PE			
<p>Dance</p> <p>I can translate stimuli to dance moves.</p> <p>I can move appropriately with expression.</p> <p>I can move at different speeds, directions and levels.</p> <p>I can show control and originality.</p> <p>I can create a sequence using different speeds, levels and directions.</p> <p>I can work with a partner or group to create sequence.</p> <p>I can copy basic moves with precision.</p> <p>I can perform moves to a beat with control.</p> <p>I can copy an extended sequence with control</p> <p>I can create original movements to support narrative.</p> <p>I can create original moves.</p> <p>I can react to different tempo.</p> <p>I can give and act upon feedback</p>	<p>Gymnastics</p> <p>I can perform ½ turns and full turns on a floor with control.</p> <p>I can perform a range of supported balances – (one leg for balance, one in different positions in air e.g. side, back, forward etc.)</p> <p>I can consistently show tension in all balances.</p> <p>I can balance using apparatus</p> <p>I can perform 3 mirrored balances within given parameters.</p> <p>I can roll from different starting positions.</p> <p>I can roll with control</p> <p>I can roll forward into a sitting position.</p> <p>I can attempt backward roll (with support)</p> <p>I can use linking movements with control</p> <p>I can create and perform a sequence with control and fluency.</p> <p>I can perform a variety of, complex sequences with a partner (mirror, canon, support)</p> <p>I can alter my shape in the air.</p> <p>I can change speed, level and direction in a sequence.</p> <p>I can demonstrate a safe landing consistently.</p> <p>I can demonstrate effective turns with control.</p> <p>I can connect complex jumps and turns.</p> <p>I can perform leaps as part of a sequence.</p> <p>I can create my own sequence</p>	<p>Net/Wall & Striking and Fielding</p> <p>I know the difference between forehand and backhand.</p> <p>I can perform forehand strikes using correct technique to return a ball.</p> <p>I can use backhand to hit moving ball.</p> <p>I can consistently hit a moving ball with control.</p> <p>I can rally with a partner (10 shots)</p> <p>I can react quickly to play the best shot possible.</p> <p>I can catch a tennis ball.</p> <p>I can hit a ball in an intended direction with power.</p> <p>I can demonstrate effective fielding skills consistently.</p> <p>I can react quickly to events in a game situation</p> <p>Invasion Games</p> <p>I can execute a variety of passes.- Chest pass, Bounce pass and rally)</p> <p>I can send and control a ball on the move.</p> <p>I can consistently select appropriate skill for different situations.</p> <p>I know the difference between a shot and a pass.</p> <p>I know the difference between attack and defence.</p> <p>I can quickly identify space and react accordingly,</p> <p>I understand marking and react to an attack.</p> <p>I consistently show awareness of game principles.</p> <p>I can pass accurately using correct technique.</p>	<p>Athletics</p> <p>I can hop and jump with balance and control.</p> <p>I can jump and land safely with technique and precision.</p> <p>I can run effectively at different speeds for different reasons.</p> <p>I can use good sprinting technique.</p> <p>I can show good acceleration from a static start.</p> <p>I know basic principles of throwing for distance.</p> <p>I can demonstrate basic principles of throwing for distance</p> <p>I can recognise and describe what the body feels like after exercise.</p> <p>Developing, planning and communicating</p> <p>I can work collaboratively</p> <p>I can describe the effects of exercise</p> <p>I can explain rates of recovery</p> <p>Attitude & Evaluation</p> <p>I can be an active group member</p> <p>I can evaluate my own performance and that of others</p> <p>I can give and act upon effective feedback</p>

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		<p>I can work as part of a team.</p> <p>I can select appropriate technique in a given situation.</p>	
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Science

<p>Plants</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>I can identify the parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can identify and describe the functions of parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Living things and their habitats</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>I can recognise that living things can be grouped in a variety of ways (Classification, Diet, Vertebrate/ Invertebrate)</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>I know the difference between vertebrate and invertebrate, and begin to understand the meaning of exoskeleton</p> <p>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</p>	<p>Animals including humans</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>I can name some of the bones in the human body – skull, spine, ribs, scapula, patella and phalanges</p> <p>I can name some of the muscles in the human body (triceps, biceps, hamstring, gluteus maximus, abdominals, deltoid and describe how they work</p> <p>I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can identify the different types of teeth in humans, and other animals, and their simple functions</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Light and Sound</p> <p>I can recognise that we need light in order to see things and that dark is the absence of light</p> <p>I know that light is reflected from surfaces</p> <p>I know that light from the sun can be dangerous and how to protect myself</p> <p>I know that shadows are formed when the light from a light source is blocked by a solid object</p> <p>I can find patterns in the way that the size of shadows change</p> <p>I can describe what might cause shadows to change</p> <p>I can identify how sounds are made, associating some of them with something vibrating</p> <p>I know that vibrations from sounds travel through a medium to the ear</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it</p> <p>I know that sounds get fainter as the distance from the sound source increases</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I know how the pitch and volume of sound can be changed in a variety of ways</p>
<p>Materials and States of Matter</p> <p>I can describe how the properties of materials make them suitable or unsuitable for particular purposes</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe how fossils are formed when things that have lived are trapped within rock</p> <p>I know that soils are made from rocks and organic matter</p> <p>I understand why soils are good for plant growth</p>	<p>Forces, Magnets and Electricity</p> <p>I know that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>I know how magnets attract or repel each other and attract some materials and not others</p> <p>I can compare and group together a variety of everyday materials based on magnetic/not magnetic</p> <p>I can describe magnets as having 2 poles</p> <p>I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>I can compare how things move on different surfaces</p>	<p>Working Scientifically</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>I can set up simple practical enquiries, comparative and fair tests</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings.</p>	

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<p>I can use scientific vocabulary to describe materials - ductile, permeable, impermeable and porous, brittle, durable</p> <p>I can describe the states of matter</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>I can recognise water as a solid, a liquid and a gas and note the changes when it is heated or cooled</p> <p>I can identify the part played by evaporation and condensation in the water cycle</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>I can identify 5 common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>I know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I can name common conductors and insulators, and associate metals with being good conductors</p> <p>I can use different components to make simple electrical devices</p> <p>I can accurately draw and label a diagram of a circuit</p>	<p>I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	
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RSE

<p>I can resolve conflicts with friends</p> <p>I can explain how my body is changing and why</p> <p>I know why having a baby needs a male and a female</p> <p>I know good habits to look after my body</p> <p>I know what to do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable</p> <p>I know where I can find information about growing up</p>	<p>I can describe a positive relationship</p> <p>I know how girls and boys grow differently and why</p> <p>I know what sperm and eggs are</p> <p>I know how different animals have babies</p> <p>I know how animals look after their young</p>
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