

## Foundation Subject Assessments Key Stage 1

### ART

#### Drawing

- I can use a variety of different drawing media ( pencils, pens, crayon, chalk, pastels,IT
- I can use different textures
- I can observe and draw landscapes
- I can observe and draw anatomy ( faces, limbs)
- I can experiment with tools and surfaces including bark, leaves, concrete, rollers, paintbrushes, sponges, fruit etc.
- I can use drawing to record experiences and feelings
- I can use light and dark to create shadow
- I can use sketching to create a quick record

#### Painting

- I can create new colours by mixing effectively
- I can group colours by shade
- I can apply colour with a range of tools - hands, brushes, rollers, stamps
- I can make different tones of one colour using white
- I can darken colours effectively without the use of black
- I can use colour to create large scale images

#### Texture

- I can create a simple pattern with weaving
- I can create a simple image with collage
- I can sort materials by their qualities
- I can use overlapping and overlaying to create effects
- I can use a running stitch
- I can complete simple applique work
- I can explore a range of other stitches

#### Form

- I can use a range of materials to make known 3d objects with a purpose
- I can use a range of skills to create clay sculpture ( carve, pinch, roll, coil)
- I can make simple joins
- I have an awareness of natural and man made forms
- I can shape and form materials from observation
- I can use a range of decorative techniques including printing, painting, impressions.
- I can replicate pattern and texture in 3d form
- I can imitate the work of other sculptors (Phoebe Cummings)

#### Printing and Pattern

- I can create simple patterns using relief or impressed printing
- I can show an awareness of repetition and symmetry
- I can print with a wide range of objects
- I can identify the different forms printing takes
- I can experiment by arranging, folding, repeating, overlapping both regular and irregular patterns

### Computing

#### Computer Science

- I can create a series of instructions.
- I can plan a journey for a programmable toy.
- I can use a range of instructions (e.g. direction, angles, turns).
- I can test and amend a test of instructions.
- I can find errors and amend (debug).
- I can write a simple program and test it.
- I can predict what the outcome of a simple program will be (logical reasoning).
- I understand that algorithms are used on digital devices.
- I understand that programs require specific instructions.

#### Information Technology

- I can create digital content.
- I can store digital content.
- I can retrieve digital content.
- I can use a website.
- I can use a camera.
- I can record sound and play it back.

#### Digital Literacy

- I can use technology safely.
- I can keep personal information private.
- I use technology respectfully.
- I know where to go for help if I am concerned.
- I know how technology is used in school and outside of school.

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I can organise digital content.  
I can retrieve and manipulate digital content.  
I can navigate the web to complete simple searches.

### Design and Technology

I can design purposeful and functioning products  
I can draw my initial design  
I can create a plan for my project  
I can practise the skills needed to make my final product  
I can use appropriate tools for different tasks - saw, vice, needle, thread, glue, stapler, knife, grater, peeler  
I can use different materials, textiles and ingredients of my choice  
I can build a strong structure using techniques such as stapling, layering, glueing, cellotaping  
I can explore different mechanisms - flaps, sliders, pop up, wheels  
I can name a range of healthy foods and ingredients used in my project  
I know where different foods come from  
I can prepare food using different kitchen skills - chopping, grating, slicing, peeling, spreading, pouring

### Geography

#### Locational Knowledge

I can name and locate at least 3/7 continents of the world.  
I can name and locate at least 2/5 oceans of the world oceans of the world.  
I can name and locate the four countries of the UK.  
I can name the four capital cities of the UK.

#### Place knowledge

I have studied a small area in the UK and in a non-European country and able to identify similarities and differences in human geography. (Jhepi, Cuttak, Cancun, Bridlington)  
I have studied a small area in the UK and in a non-European country and able to identify similarities and differences in physical geography. (Jhepi, Cuttak, Cancun, Bridlington)

#### Human and Physical geography

I can locate hot and cold areas of the world in relation to the Equator and North or South Poles.  
I can use geographical vocabulary to refer to human features. - see vocab list  
I can use geographical vocabulary to refer to physical features. - see vocab list

#### Geography Skills and Fieldwork

I am beginning to use maps, atlases and globes to identify studied regions.  
I can name the compass points NSEW  
I can recognise key landmarks - Humber Bridge, Edinburgh Castle, Buckingham Palace, Cardiff Castle, Belfast Castle  
I am beginning to devise a simple map with symbols in a key

### History

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### Chronological Understanding

I can accurately order some events I have learnt about from furthest away to most recent with increasing accuracy.

I know what a timeline is and can draw my own simple timeline

I can compare different areas of study over time and identify similarities (transport, buildings, Victorian seashores and houses, Life of Grace Darling, farming, William the Conqueror - Battle of Hastings, Florence Nightingale)

### Vocabulary

I can use and remember key vocabulary linked to areas of study - see vocabulary list

I can use words and phrases to indicate time periods (past, now, back then, present, modern, a long time ago, in the Victorian times, future)

### Questioning

I can ask simple questions of sources to secure my understanding

I can accurately answer some questions verbally related to an area of study.

I can use sources of evidence to support my responses

### Knowledge

I can remember key events about the areas I have studied. (Battle of Hastings, Reign of Queen Victoria, Grace Darling Rescue, Florence Nightingale Service in the hospital)

I know how we learn about events from the past

I am beginning to understand that I can find historical information from a range of sources

Any other key knowledge? Names of monarchs? Inventors? Anything you cover in scheme of work - Queen Victoria, Florence Nightingale, Grace Darling, David Attenborough, William the Conqueror, Amelia Earhart

## MFL

### Listening

I listen to songs and rhymes.

I listen to new vocabulary and sentences.

### Culture

I can identify France on a map.

### Speaking

I understand and repeat *comment t'appelle tu?*

*I understand quel age as tu?*

*I can repeat j'ai cinq/six/sept ans*

*I can count to dix*

*I can repeat rouge, bleu, vert, jaune*

*I understand and repeat le nez, la bouche, les yeux*

*I understand and repeat regardez, écoutez*

*I can repeat the days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*

*To understand and repeat Papa, Maman, le frere, la soeur, le bebe,*

*To understand and repeat le chien, le chat, le lapin, le poisson*

## Music

I can use my voice in different ways – speaking, singing and chanting - with accompaniment.

I can control pitch and duration when singing with accompaniment

I can display some control using tuned / un-tuned percussion instruments ( tambourine, drums, shakers, xylophone, boomwhackers, glockenspiel)

I can keep a steady beat

I can copy simple rhythm patterns.

I can create simple rhythmic patterns

I can represent sounds with symbols or pictures (not formal notation)

I can recognise some of the musical dimensions ( pitch / duration / dynamics. )

I can recognise mood, character and contrast in pieces, and respond.

I can describe sounds and music simply using appropriate: high / low, loud / quiet long/short quicker/slower

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### PE

#### Dance

I can move appropriately in response to stimuli  
I show originality when moving on different levels.  
I can copy and repeat a simple sequence consistently.

I can create and perform a dance sequence with expression.  
I can perform a sequence with precision and fluidity.  
I can perform sequence in time with others.  
I can create an original sequence and perform with timing and control.  
I can work collaboratively to adapt a sequence.

#### Gymnastics

I can demonstrate effective and safe jumping and landing technique.  
I can show tension in movements and balances.  
I can turn and spin with control.  
I can move in different ways (roll, walk, stretch, spin)  
I know and can describe and demonstrate effective gymnastic movements.  
I can consistently roll with control (egg, log, dish, teddy roll)  
I can link jumps and rolls with control.  
I can balance consistently using different body parts.  
I can copy a 5 part sequence.  
I can create an original 5 part sequence.  
I can perform sequence as part of a competition with control, tension and balance.  
I can introduce a linking movement.

#### Net/Wall & Object Control

I can demonstrate hand/eye coordination while moving in different directions  
I can hold a racket correctly  
I can hit a rolling ball with control  
I can hit a bouncing ball with control  
I can move with an object at speed in a variety of ways.  
I can control object in a tight space.  
I can control objects in a straight line.  
I can keep control whilst changing direction  
I show control with a change of direction at speed whilst holding/carrying.  
I show control using equipment.

#### Sending & Receiving

I can roll a ball with accuracy and control  
I can throw different size balls with accuracy  
I can throw different size balls, beanbags, quoits and hoops to myself consistently.  
I can predict where to move to stop a ball.  
I show awareness of moving into space and receiving on the move.  
I can select the appropriate throw (underarm/ overarm)  
I can select the best way to send.  
I can strike with good technique

#### Athletics

I can copy and develop a range of movements including running, jumping, hopping, skipping, starting and finishing positions  
I can use basic sprinting technique.  
I can shift my weight from side to side.  
I can use sideways movement for a purpose.  
I can change direction quickly whilst moving.  
I can demonstrate a variety of jumps such as pencil, jumping jack, star jump, tuck jump  
I can link 2 movements with balance.  
I can select and use different techniques to throw an object.

#### Generic skills

I can improve my work based on feedback  
I can give effective feedback  
I can take the lead in a group  
I can work collaboratively in a group

### Science

#### Seasonal Change

I can observe changes across the 4 seasons  
I can observe and describe weather associated with the seasons and how day length varies

#### Materials

I can distinguish between an object and the material from which it is made  
I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
I can compare and group together a variety of everyday materials on the basis of their simple physical properties  
I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  
I can investigate how materials can be changed by squashing, bending, twisting and stretching

#### Plants

I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - (dandelions, daisies, poppies, tulips, daffodils, conifer tree, oak tree, sycamore tree and ash tree)  
I can observe and describe how seeds and bulbs grow into mature plants  
I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### Animals inc humans

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  
I can identify and name a variety of common animals that are carnivores, herbivores and omnivores  
I can identify, name, draw and label the basic parts of the human body (legs, arms, head, shoulders, knees, feet, stomach) and say which part of the body is associated with each sense (hands (touch), ears (sounds), nose (smell), mouth (taste), eyes (sight))  
I know that animals, including humans, have offspring which grow into adults - humans, frogs, butterflies, chickens, sheep  
I can list the basic needs of animals, including humans, for survival (water, food air)  
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  
I can explore and compare the differences between things that are living, dead, and things that have never been alive  
I can identify and name a variety of habitats, including microhabitats - deserts, grassland, antarctic, logs, flowerbed, rockpool, under stones, pond  
I can describe how living things adapt to their habitat  
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

#### Working scientifically

I can observe closely, using simple equipment

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	<ul style="list-style-type: none"><li>I can perform simple tests</li><li>I can identify and classify</li><li>I can gather and record data to help in answering questions</li><li>I can use observations and ideas to suggest answers to questions</li><li>I can ask simple questions and recognise that they can be answered in different ways</li><li>I can ask relevant questions and use different types of scientific enquiries to answer them</li><li>I can say whether what happened was what they expected</li></ul>
<b>RSE</b>	
<ul style="list-style-type: none"><li>I can identify, name, draw &amp; label the basic parts of the human body.</li><li>I know which parts of my body are private (mouth, chest, penis or vagina, bottom)</li><li>I know how girls and boys bodies are different (vagina, penis)</li><li>I can explain what I like about my friends</li><li>I can explain what my friends like about me</li><li>I know who I can go to if I am worried about something, including friendships (trusted adults)</li><li>I can explain how different situations make me feel</li></ul>	<ul style="list-style-type: none"><li>I can explain who is special to me and why</li><li>I know who I can talk to in school if I am worried about friendships</li><li>I know the names for the different parts of girls and boys bodies</li><li>I know the creation of life needs a male and a female</li><li>I can name the key stages in the human life cycle</li><li>I know mammals give birth and nurse their young</li><li>I know who I can go to in school if I am worried about something</li></ul>