

# Key Assessment Criteria: History



| <i>A Year 1 Historian</i>  | <i>A Year 2 Historian</i>  |
|--|--|
| <ul style="list-style-type: none"><li>• I can use words and phrases like: old, new and a long time ago.</li><li>• I can recognise that some objects belonged to the past.</li><li>• I can explain how I have changed since I was born.</li><li>• I can explain how some people have helped us to have better lives.</li><li>• I can ask and answer questions about old and new objects.</li><li>• I can spot old and new things in a picture.</li><li>• I can explain what an object from the past might have been used for.</li></ul> | <ul style="list-style-type: none"><li>• I can use words and phrases like: before, after, past, present, then and now.</li><li>• I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</li><li>• I can give examples of things that were different when my grandparents were children.</li><li>• I can find out things about the past by talking to an older person.</li><li>• I can answer questions using books and the internet.</li><li>• I can research using different sources of evidence from the past.</li></ul> |



## Key Assessment Criteria: History

| <b>A Year 3 Historian</b>  | <b>A Year 4 Historian</b>   | <b>A Year 5 Historian</b>   | <b>A Year 6 Historian</b>  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain similarities and differences between the Egyptians and the Stone Age to Iron Age.</li> <li>• I understand the term prehistory.</li> <li>• I understand there were 3 periods during the stone age.</li> <li>• I can explain how the use of Bronze and Iron changed society.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain some of the times when Britain has been invaded.</li> <li>• I can describe the changes in Britain during Roman rule.</li> <li>• I can describe why the Anglo Saxons and the Vikings invaded and settled in Britain.</li> <li>• I can compare Alfred the Great and Athelstan on how they resisted the Vikings.</li> <li>• I can research two versions of an event and explain how they differ.</li> </ul> | <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people in Victorian Britain.</li> <li>• I can explain what life was like for children during the Victorian period.</li> <li>• I can explain how the railways changed society and industry.</li> <li>• I understand how Parliament affects decision making in England.</li> <li>• I can explain some key features of Mayan civilization.</li> <li>• I can summarise how Britain may have learnt from other countries and civilizations.</li> </ul> | <ul style="list-style-type: none"> <li>• I can place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>• I can summarise how Britain has had a major influence on the world.</li> <li>• I can identify and explain propaganda. (WW2)</li> <li>• I can research a period or event in history and present my findings to an audience.</li> <li>• I can explain how WW2 impacted children.</li> <li>• I can explain how people prepared for war.</li> <li>• I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>• I can summarise how Britain may have learnt from other countries (Greeks) and civilizations.</li> <li>• I can explain how an event from the past has shaped our life today.</li> </ul> |

# Key Assessment Criteria: Geography



| <i>A Year 1 Geographer</i>  | <i>A Year 2 Geographer</i>  |
|---|---|
| <ul style="list-style-type: none"><li>• I can keep a weather chart and answer questions about the weather.</li><li>• I can explain where I live and tell someone my address.</li><li>• I can explain some of the main things that are in hot and cold places.</li><li>• I can explain the clothes that I would wear in hot and cold places.</li><li>• I can explain how the weather changes throughout the year and name the seasons.</li><li>• I can name the four countries in the United Kingdom and locate them on a map.</li><li>• I can name some of the main towns and cities in the United Kingdom.</li></ul> | <ul style="list-style-type: none"><li>• I can say what I like and do not like about the place I live in.</li><li>• I can say what I like and do not like about a different place.</li><li>• I can describe a place outside Europe using geographical words.</li><li>• I can describe some of the features of an island.</li><li>• I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li><li>• I can explain how jobs may be different in other locations.</li><li>• I can explain the facilities that a village, town and city may need and give reasons.</li><li>• I can name the continents of the world and locate them on a map.</li><li>• I can name the world oceans and locate them on a map.</li><li>• I can name the capital cities of England, Wales, Scotland and Ireland.</li><li>• I can find where I live on a map of the United Kingdom.</li></ul> |



## Key Assessment Criteria: Geography

| <b>A Year 3 Geographer</b>  | <b>A Year 4 Geographer</b>   | <b>A Year 5 Geographer</b>  | <b>A Year 6 Geographer</b>   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• I can use an atlas by using the index to find places.</li> <li>• Using an atlas I can name some countries in the northern hemisphere and southern hemisphere.</li> <li>• I can name the capital cities of countries in the UK.</li> <li>• I can locate the seven continents on a map.</li> <li>• I can locate the equator, Tropic of Cancer and Tropic of Capricorn on a map.</li> <li>• I can name and locate some countries in South America.</li> <li>• I can explain why many cities are situated on or close to rivers.</li> <li>• I can explain what the source and mouth of the river means.</li> <li>• I can name and locate some of the world's most famous rivers in an atlas.</li> <li>• I can describe human and physical features of Brazil.</li> <li>• I can compare life in Britain to life of a tribe in the Amazon Rainforest.</li> <li>• I can explain the consequences of deforestation.</li> </ul> | <ul style="list-style-type: none"> <li>• I can accurately measure rainfall and present my findings in a graph.</li> <li>• I can use grid references on a map.</li> <li>• I can explain why people may choose to live in one place rather than another.</li> <li>• I know that 27 countries make up the European Union and I can name some of them.</li> <li>• I can use an atlas to locate the capital cities of neighbouring European countries.</li> <li>• I can describe how some places are similar and dissimilar in relation to their human and physical features.</li> <li>• I can describe weather conditions in the Polar region and other biomes.</li> <li>• I can identify the Arctic and Antarctic Circles on a map.               <ul style="list-style-type: none"> <li>• I understand the UK is split into counties and I can name some of them.</li> <li>• I can describe the water cycle.</li> <li>• I can compare life in the UK to the Intuits' in the Arctic.</li> </ul> </li> <li>• I can name the seven continents.</li> </ul> | <ul style="list-style-type: none"> <li>• I can plan a journey to a place in another part of the world, taking account of distance and time.</li> <li>• I can name and locate the world's most famous mountainous regions in an atlas.</li> <li>• I can describe how volcanoes are created.</li> <li>• I can locate and name some of the world's most famous volcanoes.</li> <li>• I can describe how earthquakes are created</li> <li>• I can use some basic Ordnance Survey map symbols.</li> <li>• I can name Human and Physical features of Catalonia and Chile.</li> <li>• I can describe climate and physical features of a desert.</li> <li>• I can name the largest desert in the world and locate desert regions on a map.</li> <li>• I can find at least six cities in the UK on a map.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use Ordnance Survey symbols, 6 figure grid references and compass points.</li> <li>• I can answer questions by using a map.</li> <li>• I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</li> <li>• I can explain how time zones work and calculate time differences around the world.</li> <li>• I can name and locate some of the main islands that surround the United Kingdom.</li> <li>• I understand the US is split into states.</li> <li>• I can research States in North America and present my finding to an audience.</li> <li>• I can describe trade links with the US and economic activity.</li> <li>• I can use fieldwork to carry out surveys. I can present my findings in graphs, plans and use digital technology.</li> <li>• I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> </ul> |

# Key Assessment Criteria: Art and Design



| <i>A Year 1 Artist</i>  | <i>A Year 2 Artist</i>  |
|---|---|
| <ul style="list-style-type: none"> <li>• I can show how people feel in paintings and drawings.</li> <li>• I can create moods in art work.</li> <li>• I can use pencils to create lines of different thickness in drawings.</li> <li>• I can name the primary and secondary colours.</li> <li>• I can create a repeating pattern in print.</li> <li>• I can cut, roll and coil materials.</li> <li>• I can use IT to create a picture.</li> <li>• I can describe what I can see and give an opinion about the work of an artist.</li> <li>• I can ask questions about a piece of art.               <ul style="list-style-type: none"> <li>• I can use my imagination in drawing, painting and sculpture.</li> <li>• I can create tints with paint by adding white.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• I can choose and use three different grades of pencil when drawing.</li> <li>• I can use charcoal, pencil and pastel to create art.</li> <li>• I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• I can mix paint to create all the secondary colours.</li> <li>• I can create brown with paint.</li> <li>• I can create tones with paint by adding black.</li> <li>• I can create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>• I can make a clay pot.</li> <li>• I can join two clay finger pots together.</li> <li>• I can use different effects within an IT paint package.</li> <li>• I can suggest how artists have used colour, pattern and shape.</li> <li>• I can create a piece of art in response to the work of another artist.               <ul style="list-style-type: none"> <li>• I can recreate a natural pattern using collage.</li> </ul> </li> </ul> |



## Key Assessment Criteria: : Art and Design

| <i>A Year 3 Artist</i>  | <i>A Year 4 Artist</i>  | <i>A Year 5 Artist</i>  | <i>A Year 6 Artist</i>  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• I can show facial expressions in my art.</li> <li>• I can use sketches to produce a final piece of art.</li> <li>• I can use different grades of pencil to shade and to show different tones and textures.</li> <li>• I can create a background using a wash.</li> <li>• I can use a range of brushes to create different effects in painting.</li> <li>• I can identify the techniques used by different artists.</li> <li>• I recognise when art is from different historical periods.</li> <li>• I can research the work of an artist and use their work to replicate a style.</li> <li>• I can sculpt clay and other mouldable materials.</li> </ul> | <ul style="list-style-type: none"> <li>• I can show facial expressions and body language in sketches and paintings.</li> <li>• I can use marks and lines to show texture in my art.</li> <li>• I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• I can show reflections in my art.</li> <li>• I can print onto different materials using at least four colours.</li> <li>• I can sculpt clay and other mouldable materials.</li> <li>• I can integrate my digital images into my art.</li> <li>• I can experiment with the styles used by other artists.</li> <li>• I can explain some of the features of art from historical periods</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify and draw objects and use marks and lines to produce texture.</li> <li>• I can successfully use shading to create mood and feeling.</li> <li>• I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• I can use shading to create mood and feeling.</li> <li>• I can express emotion in my art.</li> <li>• I can create an accurate print design following criteria.</li> <li>• I can use images which I have created, scanned and found; altering them where necessary to create art.</li> <li>• I can research the work of an artist and use their work to replicate a style.</li> </ul> | <ul style="list-style-type: none"> <li>• I can explain why I have used different tools to create art.</li> <li>• I can explain why I have chosen specific techniques to create my art.</li> <li>• I can explain the style of my work and how it has been influenced by a famous artist.</li> <li>• I can over print to create different patterns.</li> <li>• I can use feedback to make amendments and improvement to my art.</li> <li>• I can use a range of e-resources to create art.</li> </ul> |

# Key Assessment Criteria: Design Technology



| <i>A Year 1 Designer</i>   | <i>A Year 2 Designer</i>  |
|--|---|
| <ul style="list-style-type: none"><li>• I can use my own ideas to make something.</li><li>• I can describe how something works.</li><li>• I can make a product which moves.</li><li>• I can make my model stronger.</li><li>• I can explain to someone else how I want to make my product.</li><li>• I can choose appropriate resources and tools.</li><li>• I can make a simple plan before making.</li></ul> | <ul style="list-style-type: none"><li>• I can think of an idea and plan what to do next.</li><li>• I can choose tools and materials and explain why I have chosen them.</li><li>• I can join materials and components in different ways.</li><li>• I can explain what went well with my work.</li><li>• I can explain why I have chosen specific textiles.</li><li>• I can measure materials to use in a model or structure.</li><li>• I can describe the ingredients I am using.<ul style="list-style-type: none"><li>• I can cut food safely.</li></ul></li></ul> |

# Key Assessment Criteria: Design Technology



| <i>A Year 3 Designer</i>   | <i>A Year 4 Designer</i>  | <i>A Year 5 Designer</i>  | <i>A Year 6 Designer</i>  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• I can prove that my design meets some set criteria.</li> <li>• I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• I can choose a textile for both its suitability and its appearance.</li> <li>• I can select the most appropriate tools and techniques for a given task.</li> <li>• I can describe how ingredients come together</li> <li>• I am starting to produce a plan and explain it.</li> <li>• I am starting to evaluate and suggest improvements for my designs.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use ideas from other people when I am designing.</li> <li>• I can produce a plan and explain it.</li> <li>• I can evaluate and suggest improvements for my designs.</li> <li>• I can evaluate products for both their purpose and appearance.</li> <li>• I can explain how I have improved my original design.</li> <li>• I can present a product in an interesting way.</li> <li>• I can measure accurately.</li> <li>• I can persevere and adapt my work when my original ideas do not work.</li> <li>• I know how to be both hygienic and safe when using food.</li> <li>• I can make a product which uses both electrical and mechanical components in games.</li> </ul> | <ul style="list-style-type: none"> <li>• I can come up with a range of ideas after collecting information from different sources.</li> <li>• I can produce a detailed, step-by-step plan.</li> <li>• I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can evaluate appearance and function against original criteria.</li> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before make a final version.</li> <li>• I show that I can be both hygienic and safe in the kitchen.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use market research to inform my plans and ideas.</li> <li>• I can follow and refine my plans.</li> <li>• I can justify my plans in a convincing way.</li> <li>• I can show that I consider culture and society in my plans and designs.</li> <li>• I show that I can test and evaluate my products.</li> <li>• I can explain how products should be stored and give reasons.</li> <li>• I can work within a budget.</li> <li>• I can evaluate my product against clear criteria.</li> </ul> |

## Key Assessment Criteria: Music



| <i>A Year 1 Musician</i>   | <i>A Year 2 Musician</i>  |
|--|---|
| <ul style="list-style-type: none"><li>• I can use my voice to speak, sing and chant.</li><li>• I can use instruments to perform.</li><li>• I can clap short rhythmic patterns.</li><li>• I can make different sounds with my voice and with instruments.</li><li>• I can repeat short rhythmic and melodic patterns.</li><li>• I can make a sequence of sounds.</li><li>• I can respond to different moods in music.</li><li>• I can say whether I like or dislike a piece of music.</li><li>• I can choose sounds to represent different things.</li><li>• I can follow instructions about when to play and sing.</li></ul> | <ul style="list-style-type: none"><li>• I can sing and follow a melody.</li><li>• I can perform simple patterns and accompaniments keeping a steady pulse.</li><li>• I can play simple rhythmic patterns on an instrument.</li><li>• I can sing or clap increasing and decreasing tempo.</li><li>• I can order sounds to create a beginning, middle and an end.</li><li>• I can create music in response to different starting points.</li><li>• I can choose sounds which create an effect.</li><li>• I can use symbols to represent sounds.</li><li>• I can make connections between notations and musical sounds.</li><li>• I can listen out for particular things when listening to music.</li><li>• I can improve my own work.</li></ul> |



## Key Assessment Criteria: Music

| <i>A Year 3 Musician</i>  | <i>A Year 4 Musician</i>   | <i>A Year 5 Musician</i>  | <i>A Year 6 Musician</i>  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• I can sing a tune with expression.</li> <li>• I can play clear notes on instruments.</li> <li>• I can use different elements in my composition.</li> <li>• I can create repeated patterns with different instruments.</li> <li>• I can compose melodies and songs.</li> <li>• I can create accompaniments for tunes.</li> <li>• I can combine different sounds to create a specific mood or feeling.</li> <li>• I can use musical words to describe a piece of music and compositions.</li> <li>• I can use musical words to describe what I like and do not like about a piece of music.</li> <li>• I can recognise the work of at least one famous composer.</li> <li>• I can improve my work; explaining how it has been improved.</li> </ul> | <ul style="list-style-type: none"> <li>• I can perform a simple part rhythmically.</li> <li>• I can sing songs from memory with accurate pitch.</li> <li>• I can improvise using repeated patterns.</li> <li>• I can use notation to record and interpret sequences of pitches.</li> <li>• I can use notation to record compositions in a small group or on my own.</li> <li>• I can explain why silence is often needed in music and explain what effect it has.</li> <li>• I can identify the character in a piece of music.</li> <li>• I can identify and describe the different purposes of music.</li> <li>• I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul> | <ul style="list-style-type: none"> <li>• I can breathe in the correct place when singing.</li> <li>• I can maintain my part whilst others are performing their part.</li> <li>• I can improvise within a group using melodic and rhythmic phrases.</li> <li>• I can change sounds or organise them differently to change the effect.</li> <li>• I can compose music which meets specific criteria.</li> <li>• I can use notation to record groups of pitches (chords).</li> <li>• I can choose the most appropriate tempo for a piece of music.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> <li>• I can explain why I think music is successful or unsuccessful.</li> <li>• I can suggest improvements to my own work and that of others.</li> <li>• I can contrast the work of a famous composer and explain my preferences.</li> </ul> | <ul style="list-style-type: none"> <li>• I can record aspects of the composition process in written form</li> <li>• I can sing in harmony confidently and accurately.</li> <li>• I can perform parts from memory.</li> <li>• I can take the lead in a performance.</li> <li>• I can use a variety of different musical devices in my composition (including melody, rhythm and chords).</li> <li>• I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>• I can analyse features within different pieces of music.</li> <li>• I can compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul> |

# Key Assessment Criteria: RE



| Year 1  | Year 2   |
|---|--|
| <ul style="list-style-type: none"><li>a) I can remember a faith story and <b>know who it is special to.</b></li><li>b) I can use the right names for things that <b>people might do</b> in a religion</li><li>c) I can recognise and talk about religious art, symbols and words</li><li>d) I can talk about things that happen to me, <b>my friends or family</b></li><li>e) I can talk about things that we can <b>learn from stories including religious stories</b></li><li>f) I can talk about what is important to me and to other people</li></ul> | <ul style="list-style-type: none"><li>a) I can tell a faith story and <b>say why it might be important to a believer</b></li><li>b) I can talk about some things different religious people do that is similar</li><li>c) I can say what some religious symbols stand for and what some religious art or music are about</li><li>d) I can ask about what happens to others, <b>including religious people,</b> with respect for their feelings</li><li>e) I can talk about some things in stories, including religious stories, that make people ask questions</li><li>f) I can talk about what is important to others including religious believers, with respect for their feeling</li></ul> |



## Key Assessment Criteria: RE

| Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|--|--|
| <p>a) I can describe what a believer might learn from an religious story</p> <p><b>b) I can describe some similar things religious people do e.g. pray, but what they do differently</b></p> <p>c) I can sue religious words to describe some of the different ways people show their beliefs</p> <p><b>d) I recognise some of the things which influence me e.g. family, friends, faith</b></p> <p><b>e) I ask good (“big”) questions about life and communicate some ideas for answers</b></p> <p><b>f) I can link things that are important to me with the way I think and behave</b></p> | <p>a) I can describe what believers might learn from a religious story <b>about God or life</b></p> <p>b) I can describe some things that religious people do <b>as part of their faith</b> that are the same and some that are different</p> <p>c) I can describe some of the different ways people show their beliefs using religious words, <b>symbols or art</b></p> <p>d) I can compare some of the things that influence me with those that influence other people, including religious believers</p> <p>e) I can ask important questions about life and compare ideas with those of other people including religious believers</p> <p>f) I can link things that are important to me, and to others, with the way people think and behave (<b>what they are committed to</b>)</p> | <p><b>a) I can make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures)</b></p> <p><b>b) I can use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups</b></p> <p><b>c) I can explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this</b></p> <p>d) I can ask questions about groups people (chose to) belong to, and suggest an answer which refer to people who have inspired ad influenced me and others</p> <p>e) I can ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group</p> <p>f) I can ask questions about moral decisions I and others have made as a result of values and commitments, including some based on religious beliefs</p> | <p>a) I can make links between beliefs (teaching, sources, etc.) of different religious groups and explain how they are connected to believers’ lives</p> <p>b) I can describe and compare practices and experiences involved in belonging to different religious groups, using a <b>wide religious vocabulary</b></p> <p>c) I can express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and <b>explain what they are trying to convey</b></p> <p>d) I can ask questions about the <b>diversity of groups people belong to</b>, and suggest answers which refer to <b>people’s heritage, background, choices or beliefs</b></p> <p>e) I can compare a range of ideas about the meaning and purpose of life, including my own and those from religious, or non-religious, worldviews</p> <p>f) I ca suggest what might happen as a result of different moral decisions, including those made with reference to religious, and non-religious beliefs / values</p> |

# Key Assessment Criteria: French



| I can ...  |   |
|--|---|
| Year 3   | Year 4  |
| <ul style="list-style-type: none"> <li>Ask and answer basic questions about myself (greetings, naming, age, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Use more complex character descriptions (<i>avoir, il, elle</i>)</li> </ul>                              |
| <ul style="list-style-type: none"> <li>Count to 31</li> </ul>  | <ul style="list-style-type: none"> <li>Describe people using <i>etre</i> and people's nationality</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Name classroom objects and colours</li> </ul>   | <ul style="list-style-type: none"> <li>Talk using present tense verbs</li> </ul>  |
| <ul style="list-style-type: none"> <li>Recognise and repeat classroom instructions</li> </ul>                                | <ul style="list-style-type: none"> <li>Tell the time to the hour and half hour</li> </ul>   |
| <ul style="list-style-type: none"> <li>Name parts of the body</li> </ul>   | <ul style="list-style-type: none"> <li>Talk about dates for festivals</li> </ul>  |
| <ul style="list-style-type: none"> <li>Recognise days of the week and months of the year</li> </ul>                          | <ul style="list-style-type: none"> <li>Talk about presents (nouns)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Write the date</li> </ul>   | <ul style="list-style-type: none"> <li>Use numbers 31 - 60</li> </ul>   |
| <ul style="list-style-type: none"> <li>Give basic character descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>Understand and give imperative instructions, including for directions</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Identify animals and pets</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise various French cities</li> </ul>   |
| <ul style="list-style-type: none"> <li>Name family members</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and answer where you are going using <i>Je vais a ...</i></li> </ul>                                 |
| <ul style="list-style-type: none"> <li>Recognise and use the French alphabet for spelling</li> </ul>                         | <ul style="list-style-type: none"> <li>Describe the weather</li> </ul>  |
| <ul style="list-style-type: none"> <li>Name household items</li> </ul>   | <ul style="list-style-type: none"> <li>Say what you want (food)</li> </ul>  |
| <ul style="list-style-type: none"> <li>Use basic prepositions (<i>sur, dans</i>)</li> </ul>                                  | <ul style="list-style-type: none"> <li>Use the partitive article (<i>du, de la, des</i>)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Ask for specific food items</li> </ul>  | <ul style="list-style-type: none"> <li>Ask how much something costs</li> </ul>  |
| <ul style="list-style-type: none"> <li>Give basic opinions</li> </ul>  | <ul style="list-style-type: none"> <li>Use <b>on</b> to talk about first person plural activities (<i>on danse</i> – we are dancing)</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Give basic opinions about activities and food</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Name and discuss various French speaking countries</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Use positive and negatives to talk about the languages we speak</li> </ul>                               |
|  | <ul style="list-style-type: none"> <li>Name various items of clothing</li> </ul>  |

# Key Assessment Criteria: French



| I can ...   |   |
|---|---|
| Year 5  | Year 6  |
| <ul style="list-style-type: none"> <li>Greet people and give some personal information</li> </ul>                                 | <ul style="list-style-type: none"> <li>Ask and talk about regular activities</li> </ul>   |
| <ul style="list-style-type: none"> <li>Ask and talk about brothers and sisters</li> </ul>   | <ul style="list-style-type: none"> <li>Use some verbs in the first person and third person</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>Say what people have and have not using <i>avoir</i> in third person</li> </ul>            | <ul style="list-style-type: none"> <li>Use negatives to describe what you don't do and like</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>Understand and use negatives</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and say what clothes you like (use plural – <i>des</i>)</li> </ul>                           |
| <ul style="list-style-type: none"> <li>Say what people are like using <i>etre</i> in third person, including negatives</li> </ul> | <ul style="list-style-type: none"> <li>Use <i>c'est</i> to give opinions about clothes</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>Name school subjects</li> </ul>  | <ul style="list-style-type: none"> <li>Use <i>et</i> and <i>mais</i> to make longer sentences</li> </ul>                                |
| <ul style="list-style-type: none"> <li>Use the definite articles (<i>le, la, l' les</i>)</li> </ul>                               | <ul style="list-style-type: none"> <li>Use numbers to 80</li> </ul>   |
| <ul style="list-style-type: none"> <li>Talk about likes and dislikes including negatives</li> </ul>                               | <ul style="list-style-type: none"> <li>Talk about prices</li> </ul>   |
| <ul style="list-style-type: none"> <li>Ask and say the time to quarter hour</li> </ul>  | <ul style="list-style-type: none"> <li>Talk about daily routines using first person present tense, including some reflexives</li> </ul> |
| <ul style="list-style-type: none"> <li>Talk about times of the school day</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and talk about breakfast</li> </ul>  |
| <ul style="list-style-type: none"> <li>Give instructions using <i>vous</i></li> </ul>   | <ul style="list-style-type: none"> <li>Use adverbs</li> </ul>   |
| <ul style="list-style-type: none"> <li>Talk about healthy and unhealthy food</li> </ul>   | <ul style="list-style-type: none"> <li>Explain how you are going to travel somewhere</li> </ul>   |
| <ul style="list-style-type: none"> <li>Name places in a town</li> </ul>   | <ul style="list-style-type: none"> <li>Make sure the adjective agrees with the noun</li> </ul>  |
| <ul style="list-style-type: none"> <li>Ask the way and give directions</li> </ul>   | <ul style="list-style-type: none"> <li>Order food in a cafe</li> </ul>  |
| <ul style="list-style-type: none"> <li>Say where you are going; use prepositions using <i>au, a la, a l'</i></li> </ul>           |   |
| <ul style="list-style-type: none"> <li>Ask and say where you are going on holiday</li> </ul>                                      |   |
| <ul style="list-style-type: none"> <li>Express opinions and talk about what you are going to do on holiday</li> </ul>             |   |
| <ul style="list-style-type: none"> <li>Name rooms in the house; use <i>il y a</i></li> </ul>                                      |   |
| <ul style="list-style-type: none"> <li>Describe rooms in a house; use <i>c'est</i></li> </ul>                                     |   |
| <ul style="list-style-type: none"> <li>Use adjectives to describe rooms</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Say what people do at home using the third person verb</li> </ul>                          |   |
| <ul style="list-style-type: none"> <li>Use and understand indefinite articles (<i>un/une le/la/l'</i>)</li> </ul>                 |   |

## ***Key Assessment Criteria: PE***



*We use "What Can Pupils Do?" criteria on the Suffolk Core Tasks Planning Sheets*

## ***Assessment Criteria: Science***



*We use the statements from National Curriculum collating on to our Excel Spreadsheets of Objectives and Assessment Criteria*

