Computing
End of Year Expectations

Year 6	▶ Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords. ▶ Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have. ▶ Understand what acceptable and unacceptable online behaviour is. ▶ Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.	▶ Independently select, use and combine a wide range of software on a variety of devices. ▶ Design and create a range of digital assets such as programs, systems and multimedia content for a defined purpose and audience. ▶ Use advanced searches including the use of operators. ▶ Create spreadsheet models to investigate real life problems, using their knowledge to make predictions.	▶ Know how search engines work and what 'ranking' is when related to search engines. ▶ Design and create more complex programs using sequence, repetition, selection and variables appropriately. ▶ Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs. ▶ Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors. ▶ Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration. ▶ Understand the difference between the internet and internet services.
Year 5	▶ Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints. ▶ Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies. ▶ Understand what acceptable and unacceptable online behaviour is. ▶ Use strategies to verify the reliability and accuracy of information on the internet and understand copyright.	▶ Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose. ▶ Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches. ▶ Create simple spreadsheet models to investigate real life problems.	▶ Design and write programs using sequence, repetition, selection and variables. ▶ Develop greater understanding of how to use selection and repetition in more complex programs. ▶ Understand how search engines work. ▶ Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs. ▶ Plan and write programs to control external devices such as sensors and motors and explain about the inputs and outputs used. ▶ Have an understanding of how a computer network works and the opportunities that it offers for communication and collaboration.
Year 4	▶ Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure. ▶ Know different ways of reporting concerns about content and contact involving the internet and other communication technologies. ▶ Have a greater understanding of what is acceptable and unacceptable online behaviour. ▶ Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.	▶ Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content. ▶ Understand how Boolean operators can change searches and select appropriate information for their tasks. ▶ Use models and simulations to produce graphs and explore patterns and relationships.	▶ Design and write more complex algorithms and programs using sequence, repetition and selection. ▶ Further develop their computational thinking to help debug their programs and design and solve problems and tasks. ▶ Have a simple understanding of how search engines work. ▶ Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots. ▶ Understand the difference between the internet and World Wide Web.

History
End of Year Expectations

Year 6	▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.	▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged as more significant than others.	▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ▶ Choose the most appropriate way of communicating different historical findings.
Year 5	▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.	▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation.	▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry.	▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.
Year 4	▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into a chronological framework. ▶ Explore links and contrasts within and across different periods of time.	▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations.	▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.

Geography
End of Year Expectations

Year 6	▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.	▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. ▶ Explain some links and interactions between people, places and environments.	▶ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? ▶ Make predictions and test simple hypotheses about people, places and geographical issues.	▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. ▶ Communicate geographical information using a wide range of methods including writing at increasing length.
Year 5	▶ Name and locate an increasing range of places in the world including globally and topically significant features and events.	▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. ▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ▶ Recognise geographical issues affecting people in different places and environments.	▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. ▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
Year 4	▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	▶ Use geographical language to identify and explain some aspects of human and physical features and patterns. ▶ Describe how features and places change and the links between people and environments.	▶ Ask and respond to more searching geographical questions including 'how?' and 'why?' ▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people.	▶ Observe, record, and explain physical and human features of the environment.	▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	▶ Express their opinions on environmental issues and recognise that other people may think differently. ▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.

Physical Education
End of Year Expectations

Year 6	▶ Continue to develop sport specific skills, applying them with control and precision.
	▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.
	▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
	▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).
	▶ Accept responsibility when working in a team.
		▶ Examples of developing sport specific skills may include:
		  o Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.
		  o Bowl, underarm / overarm.
		  o Catch a small ball.
		  o Counter balance and counter tension with a group.
			▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.
			▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.
				▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.
				▶ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.
					▶ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.
					▶ Watch performances and games and use criteria to make judgements and suggest improvements.

Year 5	▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.
	▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.
	▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.
	▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground.
	▶ Work cooperatively with a partner and small group.
		▶ Examples of sport specific skills may include:
		  o Chest bounce, shoulder pass, catching, push pass, kicking, shooting.
		  o Bowl underarm / overarm.
		  o Strike a ball (rounders / cricket).
		  o Catch a small ball.
		  o Counter balance with a partner.
			▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.
			▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.
				▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.
				▶ Compose motifs and plan dances creatively and collaboratively in groups.
					▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.

Year 4	▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.
	▶ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.
	▶ Perform movements, shapes and balances that are matched and / or mirrored.
	▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.
	▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.
	▶ Work cooperatively with others to solve challenges.
		▶ Examples of developing sport specific skills may include:
		  o Chest bounce pass, swing pass, catching.
		  o Bouncing a ball, running with a ball.
		  o Underarm bowl.
		  o Throwing overarm.
		  o Strike a ball with implement.
		  o Matched and mirrored balances.
			▶ Develop attacking skills in a 4V2 invasion game.
			▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.
				▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.
				▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.
					▶ Describe what is successful in their own performances.
					▶ Identify aspects of their game that needs improving and say how they could go about improving them.

	Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition
Year 3	▶ Develop more than one design or adaptation of an initial design. ▶ Plan a sequence of actions to make a product. ▶ Think ahead about the order of their work and decide upon tools and materials. ▶ Propose realistic suggestions as to how they can achieve their design ideas.	▶ Select from a range of tools for cutting, shaping, joining and finishing. ▶ Use tools with accuracy. ▶ Select from materials according to their functional properties. ▶ Use appropriate finishing techniques.	▶ Investigate similar products to the one to be made to give starting points for a design. ▶ Research needs of user. ▶ Decide which design idea to develop. ▶ Consider and explain how the finished product could be improved. ▶ Discuss how well the finished product meets the user's design criteria. ▶ Investigate key events and individuals in design and technology.	▶ Use an increasingly appropriate technical vocabulary for tools materials and their properties. ▶ Understand seam allowance. ▶ Prototype a product. ▶ Sew on buttons and make loops. ▶ Strengthen frames with diagonal struts. ▶ Measure and mark square section, strip and dowel accurately to 1cm. ▶ Incorporate a circuit into a model. ▶ Use electrical systems such as switches bulbs and buzzers. ▶ Use ICT to control products. ▶ Use linkages to make movement larger or more varied.	▶ Follow instructions / recipes. ▶ Join and combine a range of ingredients. ▶ Begin to understand the food groups on the *Eatwell Plate*.
Year 2	▶ Propose more than one idea for their product. ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations.	▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why.	▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria.	▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques. ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials.	▶ Cut, peel, grate, chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the *Eatwell Plate*. ▶ Understand where food comes from.
Year 1	▶ Use pictures and words to convey what they want to design / make. ▶ Explore ideas by rearranging materials. ▶ Select pictures to help develop ideas. ▶ Use mock-ups e.g. recycled material trial models to try out their ideas.	▶ Select materials from a limited range. ▶ Explain what they are making. ▶ Name the tools they are using.	▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why.	▶ Know how to make a simple structure more stable. ▶ Attach wheels to a chassis using an axle. ▶ Know some different ways of making things move in a 2-D plane.	▶ Group familiar food products e.g. fruit and vegetables. ▶ Cut and chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the need for a variety of foods in a diet.

Art and Design
End of Year Expectations

Year 6	▶ Independently investigate a range of starting points for their work, and confidently develop their ideas further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. ▶ Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. ▶ Confidently use language appropriate to the chosen art form, to help them to explain their ideas.	▶ Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. ▶ Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.	▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas. ▶ Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.	▶ Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. ▶ Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. ▶ Annotations reflect their critical evaluations and development of ideas. ▶ Reflect on the ways in which their imaginative work has developed from a range of starting points.
Year 5	▶ Investigate a range of starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. ▶ Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. ▶ Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.	▶ Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.	▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect. ▶ Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.	▶ Use appropriate language when comparing ideas, methods and approaches in their own and others' work. ▶ Describe what they think and feel about their own and others' work and how this might influence their designs. ▶ Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.
Year 4	▶ Investigate different starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. ▶ Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. ▶ Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.	▶ Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand the historical and / or cultural significance of the work of a chosen artist / art form.	▶ Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. ▶ Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.	▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. ▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

Music
End of Year Expectations

Year 6	▶ Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. ▶ Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.	▶ Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. ▶ Develop a better understanding of the history of music. Begin to investigate the different eras of music.	▶ Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. ▶ Can compose for different moods and use dynamic levels such as accents (*sudden loud or sudden quiet notes*).	▶ Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.	▶ Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. ▶ Use Italian musical terms for gradually getting louder *crescendo* and gradually getting quieter *diminuendo*.
Year 5	▶ Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. ▶ Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments.	▶ Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?*) ▶ Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.	▶ Improvise and develop a wider range of rhythmic and melodic material when composing. ▶ Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.	▶ Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music.	▶ Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. ▶ Can identify a silence in a rhythmic pattern with a gesture such as raised hand. ▶ Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*.
Year 4	▶ Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. ▶ Identify contrasting sections of a song, such as the verse and refrain (chorus).	▶ Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. ▶ Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.	▶ Improvise and develop rhythmic and melodic material when composing. ▶ Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. ▶ Combine a variety of musical elements when composing using staff and other musical notations.	▶ Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. ▶ Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. ▶ Sequence various famous composers on a timeline.	▶ Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. ▶ Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. ▶ Recognise pitch movement by step, leaps or as repeats.