



St Luke's
Primary School

Key Stage 2a
Learner Profiles Flipbook



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Key Stage 2a
Learner Profiles Flipbook

Science & Environmental Learning Learner Profile (Year 3)

Generate Ideas & Predict (GIP): Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Working Scientifically 1. I can ask relevant questions and use different types of scientific enquiries to answer them.

Investigate, Observe & Record (IOR): Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

| Working Scientifically | Flowering Plants (Plants) | Skull & Crossbones (Animals) | Rock Hard! (Rocks) | Shadow Puppets (Light) | May the Force be with you (Forces & Magnets) |
|--|---|---|--|--|--|
| 1. I can set up simple practical enquiries, comparative and fair tests. 2. 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. 3. I can gather, record, classify and present data in a variety of ways to help answer questions. 4. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables | 1. 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. 2. I can investigate the way in which water is transported within plants. 3. I can explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal. | 1. I can identify that humans and some animals have skeletons and muscles for support, protection and movement. | 1. I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 2. I can recognise that soils are made from rocks and organic matter. | 1. I can notice that light is reflected from surfaces. 2. I can find patterns that determine the size of shadows and how they change. | 1. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. 2. I can observe how magnets attract or repel each other and attract some materials and not others. 3. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 4. I can compare how things move on different surfaces. |

Explain (E): Communicate and model in order to explain and develop ideas, share findings and conclusions.

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|---|---|--|---|---|--|
| 1. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 2. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | 1. I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. | 1. 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. | 1. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. | 1. I can associate shadows with a light source being blocked by something opaque. 2. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 3. I can recognise that I need light in order to see things and that darkness is the absence of light. | 1. I can describe magnets as having two poles. |
|---|---|--|---|---|--|

Evaluate (EV): To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

1. I can identify differences, similarities or changes related to simple scientific ideas and processes.
2. I can use straightforward scientific evidence to answer questions or to support findings.

Science & Environmental Learning Learner Profile (Year 3)

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Science & Environmental Learning Learner Profile (Year 4)

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Working Scientifically 1. I can ask relevant questions and use different types of scientific enquiries to answer them.

Investigate, Observe & Record (IOR): Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

| Working Scientifically | Survival of the Fittest (All Living Things) | Chew Your Food (Animals) | States of Matter (States of Matter) | Making Music (Sound) | Pass it on (Electricity) |
|--|---|---|---|--|--|
| 1. I can set up simple practical enquiries, comparative and fair tests. 2. 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. 3. I can gather, record, classify and present data in a variety of ways to help answer questions. 4. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables | 1. I can explore and use classification keys to help group, identify and name a variety of living things. 2. I can recognise that environments can change and that this can sometimes pose dangers to living things. | 1. I can identify the different types of teeth in humans and their simple functions. 2. I can construct and interpret a variety of food chains, identifying producers, predators and prey. | 1. I can compare and group materials together, according to whether they are solids, liquids or gases. 2. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. | 1. I can identify how sounds are made, associating some of them with something vibrating. 2. I can recognise that vibrations from sounds travel through a medium to the ear. 3. I can find patterns between the pitch of a sound and features of the object that produced it. 4. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. | 1. I can construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 2. 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 the battery. 3. I can recognise some common conductors and insulators, and associate metals with being good conductors. |

Explain (E): Communicate and model in order to explain and develop ideas, share findings and conclusions.

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| 1. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 2. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | 1. I can recognise that living things can be grouped in a variety of ways. | 1. I can describe the simple functions of the basic parts of the digestive system in humans. 2. I can construct and interpret a variety of food chains, identifying producers, predators and prey. | 1. I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | 1. I can recognise that sounds get fainter as the distance from the sound source increases. | 1. I can identify common appliances that run on electricity. 2. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. |
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ICT Learner Profile

Exchanging and Sharing Information: *Generate, develop, organise and present work. Share and exchange ideas with others.*

| Text & Multimedia (TM) Y3 Y4 | Digital Image (DI) Y3 Y4 | Sound and Music (SM) Y4 | Electronic Communication (EC) Y3 Y4 |
|--|---|---|---|
| <p>1. I can record & present information integrating a range of appropriate media (combining: text and graphics in printable form; sound and video for presentations/ eBooks which include hyperlinks).</p> <p>2. I can begin to show awareness of audience and seek feedback.</p> | <p>1. I can manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.</p> <p>2. I can make a short film / animation from images (still and / or moving) that I have sourced, captured or created.</p> | <p>1. I can create a simple podcast, selecting and importing already existing music and sound effects as well as recording my own.</p> <p>2. I can create multiple track compositions that contain a variety of sounds.</p> | <p>1. I can share ICT work I have done electronically by email, VLE, or uploading to authorised sites. Where possible seek and respond to feedback.</p> <p>2. I can abide by school rules for e-safety.</p> |

Finding things out: **Save, find and use appropriate information. Follow straight forward lines of enquiry**

| Research (R) Y3 Y4 | Handling Information (HI) Y3 Y4 (*in maths) |
|---|---|
| <p>1. I can ask my own questions then use ICT sources to find answers, making use of: search engines; an index; menu; hyperlinks, as appropriate.</p> <p>2. I can use the information or resources I have found.</p> <p>3. I can talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.</p> | <p>1. I can use a simple database (the structure set up for them) to enter and save and save information on a given subject.</p> <p>2. I can follow straight forward lines of enquiry to search my data for my own purposes.</p> <p>3. I can talk about my experiences of using ICT to process data compared with other methods.</p> <p>4. I can make simple use of a spreadsheet to store data and produce graphs.</p> |

Developing ideas and making things happen: *Use sequences of instructions to control devices and achieve specific outcomes. Make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems.*

| Programming (P) Y3 Y4 | Modelling (M) Y4 | Simulations (S) Y3 |
|---|--|--|
| <p>1. I can read and understand simple algorithms.</p> <p>2. I can give specific instructions to achieve a task.</p> <p>3. I can test a simple program, notice bugs and make changes to improve it.</p> <p>4. I can shorten programs to make them simpler and easier to understand.</p> | <p>1. I can use models and simulations to find things out and solve problems.</p> <p>2. I can recognise that simulations are useful in widening experience beyond the classroom.</p> <p>3. I can create and begin to test prototype designs with the intention of manufacture.</p> | <p>1. I can begin to use a data logger to sense physical data (sound, light, temperature).</p> |

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| Religious Education Learner Profile | | | | | |
|-------------------------------------|---|---|--|--|--|
| Learning about religion & belief | | | Learning from religion & belief | | |
| | To understand beliefs & teachings (BT) | To understand practices & lifestyles (PL) | To understand how beliefs are shared (B) | To reflect (R) | To understand values (V) |
| KS2a | <p>1. Present the key teachings and beliefs of Christianity and be aware of those of Sikhism and Islam.</p> <p>2. Refer to religious figures and The Bible to answer questions. <i>Reference maybe made to Guru Garanth Sahib and The Qu'ran</i></p> | <p>1. Identify religious artefacts and explain how and why they are used.</p> <p>2. Describe religious buildings; churches inc Cathedrals & variety of Christian denominations, Gurdwara and Mosque and explain how they are used. (Be aware of other religions represented in the community).</p> <p>3. Explain some of the religious practices of both clerics and individuals.</p> | <p>1. Identify religious symbolism in literature and the arts.</p> | <p>1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>2. Give some reasons why religious figures may have acted as they did.</p> <p>3. Ask questions that have no universally agreed answers.</p> | <p>1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>3. Discuss and give opinions on stories involving moral dilemmas.</p> |

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Geography Learner Profile

| | To investigate places (IPL) | To investigate patterns (IPT) | To communicate geographically (CG) |
|------|---|---|--|
| KS2a | k. I ask and answer geographical questions about the physical and human characteristics of a location. | f. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. I can describe some of the characteristics of these geographical areas. | j. I can describe key aspects of: physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle. |
| | l. I can explain my own views about locations, giving reasons. | | |
| | m. I use maps, atlases, globes and digital/computer mapping to locate countries and describe features. | g. I can describe geographical similarities and differences between countries. | k. I can describe key aspects of: human geography , including settlements and land use. |
| | n. I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | h. I can describe how the locality of the school has changed over time. | l. I can use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. |
| | o. I use a range of resources to identify the key physical and human features of a location. | | m. I recognise that people seek to improve and sustain environments. |
| | p. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | |
| | q. I can name and locate the countries of Europe and identify their main physical and human characteristics. | | |

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| History Learner Profile | | | | |
|-------------------------|---|---|---|---|
| | To investigate and interpret the past. (IIP) | To understand chronology. (C) | To build an overview of world history (WH) | To communicate historically (COM) |
| KS2a | g. I use evidence to find answers to questions about the past. | h. I can place events, artefacts and historical figures on a time line using dates. | e. I can describe changes that have happened in the locality of the school throughout history. | e. I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. |
| | h. I can suggest suitable sources of evidence for historical enquiries | i. I can understand the concept of change over time, representing this, along with evidence, on a timeline. | f. I can give a broad overview of life in Britain. | f. I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |
| | i. I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. | j. I can use dates and terms to describe events. | g. I can compare some of the times studied with those of other areas of interest around the world. | |
| | j. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | | h. I can describe the social, ethnic, cultural or religious diversity of past society. | |
| | k. I can suggest causes and consequences of some of the main events and changes in history. | | i. I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. | |

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Art & Design Learner Profile

| | To develop ideas (DI) | To take inspiration from the greats (classic and modern) (I) | To master techniques in drawing (D) | To master techniques in painting (P) | To master techniques in sculpture (S) |
|------|---|--|---|---|---|
| KS2a | a. I can develop ideas in a variety of ways from given starting points | a. I can describe the work of others commenting on their ideas and purposes. | a. I can sketch lightly (so I do not need to use a rubber). | a. I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. | a. I can add other materials to provide interesting detail. |
| | b. I can collect information, sketches and resources and begin to organise in a sketchbook. | b. I can replicate some of the techniques used by notable artists, artisans and designers. | b. I can explore shading, using different media to show light and shadow. | b. I can use watercolour paint to produce washes for backgrounds & then add detail. | b. I use my clay techniques to apply to pottery studied in other cultures. |
| | c. I can comment on artworks using visual language. | c. I can create original pieces that are influenced by studies of others. | c. I can draw familiar things from different viewpoints and can begin drawing simple perspective. | c. I can mix colours using tints & tones to create a colour palette. | c. I can add texture that conveys feelings, expression or movement. |
| | d. I can select, adapt and refine ideas to be developed in a piece of work. | | d. I can use hatching and cross hatching to show tone and texture. | | d. I can explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture & colour. |
| | | | | e. I can experiment in creating mood & feelings with colour. | e. I can experiment with making life size models |

Art & Design Learner Profile

| | To develop ideas (DI) | To take inspiration from the greats (classic and modern) (I) | To master techniques in drawing (D) | To master techniques in painting (P) | To master techniques in sculpture (S) |
|------|---|--|---|---|---|
| KS2a | a. I can develop ideas in a variety of ways from given starting points | a. I can describe the work of others commenting on their ideas and purposes. | a. I can sketch lightly (so I do not need to use a rubber). | a. I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. | a. I can add other materials to provide interesting detail. |
| | b. I can collect information, sketches and resources and begin to organise in a sketchbook. | b. I can replicate some of the techniques used by notable artists, artisans and designers. | b. I can explore shading, using different media to show light and shadow. | b. I can use watercolour paint to produce washes for backgrounds & then add detail. | b. I use my clay techniques to apply to pottery studied in other cultures. |
| | c. I can comment on artworks using visual language. | c. I can create original pieces that are influenced by studies of others. | c. I can draw familiar things from different viewpoints and can begin drawing simple perspective. | c. I can mix colours using tints & tones to create a colour palette. | c. I can add texture that conveys feelings, expression or movement. |
| | d. I can select, adapt and refine ideas to be developed in a piece of work. | | d. I can use hatching and cross hatching to show tone and texture. | | d. I can explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture & colour. |
| | | | | e. I can experiment in creating mood & feelings with colour. | e. I can experiment with making life size models |

Art & Design Learner Profile

| | To master techniques in digital media (DM) | To master techniques in collage (C) | To master techniques in printing (PR) | To master techniques in textiles (T) |
|------|--|--|---|--|
| KS2a | a. I can use ICT to manipulate images. | a. I can select and arrange materials for a striking effect. | a. I can make my own printing blocks & experiment with different materials. | a. I can dye fabrics using a range of techniques e.g. tie dye, batik. |
| | b. I can use a camera to capture detail from the natural & man-made world. | b. I can use coiling, overlaying & overlapping to create a piece of work. | b. I can make precise repeating patterns. | b. I can create a piece of work through weaving. |
| | c. I can experiment with scale, perspective, movement & colour in photography. | c. I can use tessellation & other patterns in my collage. | c. I can build up layers of colours to make prints of two or more colours. | c. I have explored the basics of quilting, padding & gathering fabric. |
| | d. I understand that camcorders & videos are forms of photography & the principles of how they work. | d. I can explore mosaic, montage & collage from other cultures. | d. I have explored printing from other cultures and time periods. | d. I can produce a simple cross-stitch & backstitch. |
| | | e. I can include other embellishments using a variety of techniques including drawing, painting & printing | | e. I am aware of textiles from other cultures & times. |

Art & Design Learner Profile

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Design & Technology Learner Profile

| | To design, make, evaluate and improve (DMEI) | To master practical skills: FOOD (F) | To master practical skills: TEXTILES (T) | To master practical skills: STRUCTURES (S) |
|------|--|---|---|--|
| KS2a | a. I know where a range of ingredients are grown, reared, caught or processed. | a. I can work in a safe & hygienic way e.g. tying hair back, wiping work surfaces, not mixing up utensils. | a. I can use patterns either self-generated or templates. | a. I can use the most appropriate mouldable material suitable for the purpose of my product. |
| | b. I can plan and prepare a variety of healthy dishes (predominantly savoury) using a range of cooking techniques and ingredients. | b. I can weigh & measure my ingredients accurately. | b. I can use sharp scissors accurately to cut textiles. | b. I can make holes with a punch/drill accurately and safely. |
| | c. I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose. | c. I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways eg. sieve, grater, knife, potato peeler, whisk, juicer. | c. I can join fabrics using running stitch, back stitch and over stitch. | c. I can measure using cm to cut, score and fold. |
| | d. I can recognise that my designs have to meet a range of different needs and users. | d. I understand that some foods may not be eaten raw as it is unsafe. | d. I can make a textile product using appropriate materials, that has a good finish & can do the job it was made for. | d. I can use scoring & folding to shape materials accurately. |
| | e. I can use words, labelled sketches and models to communicate the details of my designs and can clarify when asked | e. I can change the nature of the raw ingredients by cooking or chilling. | | e. I can use cutting and shaping techniques within the perimeter of the material such as slots and cut-outs. |
| | f. I can reflect on the design and make process and my end products and identify some improvements. | f. I can present my food product to impress the consumer. | | f. I can make my structures stronger by folding, joining or by its shape. |
| | | | | g. I can apply a high quality finish e.g. carving, paint, glaze, varnish or other finishes. |

Design & Technology Learner Profile

| | To design, make, evaluate and improve (DMEI) | To master practical skills: FOOD (F) | To master practical skills: TEXTILES (T) | To master practical skills: STRUCTURES (S) |
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| KS2a | a. I know where a range of ingredients are grown, reared, caught or processed. | a. I can work in a safe & hygienic way e.g. tying hair back, wiping work surfaces, not mixing up utensils. | a. I can use patterns either self-generated or templates. | a. I can use the most appropriate mouldable material suitable for the purpose of my product. |
| | b. I can plan and prepare a variety of healthy dishes (predominantly savoury) using a range of cooking techniques and ingredients. | b. I can weigh & measure my ingredients accurately. | b. I can use sharp scissors accurately to cut textiles. | b. I can make holes with a punch/drill accurately and safely. |
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| Design & Technology Learner Profile | | | | |
|--|--|---|--|---|
| | To master practical skills: MECHANICS (M) | To master practical skills: ELECTRICALS and ELECTRONICS (E) | To master practical skills: COMPUTING (C) | To take inspiration from design throughout history (I) |
| KS2a | a. I can make a product using levers, sliders, wheels, axles and winding mechanisms. | a. I have made a product that uses electrical components e.g. switches, bulbs & motors. | a. I can control and monitor models using software designed for this purpose | a. I can name some great/famous chefs and generate ideas from their cooking/recipes. |
| | b. I have explored the use of pneumatics and hydraulics. | | | b. I can identify some of the great designers in all of the areas of study to generate ideas for designs. |
| | | | | c. I can disassemble products to understand how they work. |

| Design & Technology Learner Profile | | | | |
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| | | | | c. I can disassemble products to understand how they work. |

Modern Foreign Languages Learner Profile

| | Speaking: To speak confidently (S) | Reading: To read fluently (R) | Writing: To write imaginatively (W) | Intercultural understanding: To understand the culture of the countries in which the language is spoken (ICU) |
|--------|---|---|--|---|
| Year 3 | 1. I understand a few familiar spoken words and phrases. | 1. I read out a few words and phrases. | 1. I write or copy simple words correctly. | 1. I identify countries and communities where the language is spoken. |
| | 2. I understand speech spoken clearly. | 2. I use visual clues. | 2. I label items and choose appropriate words to complete short sentences. | 2. I am aware of the 'rules' of politeness when speaking to someone. |
| | 3. I need help, such as repetition or gesture. | | | |
| | 4. I say single words and short phrases. | | | |
| | 5. I use pictures to help me work out what a word or phrase means. | | | |
| | 6. I have a go at correct pronunciation. | | | |
| Year 4 | 7. I understand a range of spoken phrases. | 3. I understand written phrases. When writing words from memory | 3. I have a go at the spelling. | 3. I show knowledge about the countries or communities where the language is spoken |
| | 8. I understand standard language, (but sometimes ask for things to be repeated). | 4. I read out loud familiar words and phrases. | 4. I write one or two short sentences. | 4. I show awareness of the social conventions when speaking to someone. |
| | 9. I answer simple questions and give basic information. | 5. I use books or glossaries to find out the meanings of new words. | 5. I label items and write short phrases correctly. | |
| | 10. I give short, simple responses to what I see and hear, and use set phrases. | | | |
| | 11. I pronounce words showing that I know about sound patterns. | | | |

Modern Foreign Languages Learner Profile

| | Speaking: To speak confidently (S) | Reading: To read fluently (R) | Writing: To write imaginatively (W) | Intercultural understanding: To understand the culture of the countries in which the language is spoken (ICU) |
|--------|---|---|--|---|
| Year 3 | 1. I understand a few familiar spoken words and phrases. | 1. I read out a few words and phrases. | 1. I write or copy simple words correctly. | 1. I identify countries and communities where the language is spoken. |
| | 2. I understand speech spoken clearly. | 2. I use visual clues. | 2. I label items and choose appropriate words to complete short sentences. | 2. I am aware of the 'rules' of politeness when speaking to someone. |
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| | 10. I give short, simple responses to what I see and hear, and use set phrases. | | | |
| | 11. I pronounce words showing that I know about sound patterns. | | | |

| PSHE & Citizenship Learner Profile | | | | |
|------------------------------------|-------------------------------------|---|---|---|
| | | Find, check and learn specific knowledge from a variety of sources and view points (FCL) | Plan and implement ideas to develop my personal & social well-being, economic well-being and citizenship skills (PI) | Communicate and express my understanding of personal & social well-being, economic well-being and citizenship issues (CE) |
| KS2a | Personal & Social Well-Being (PSWB) | <ol style="list-style-type: none"> 1. I am beginning to find out about the impact of some harmful and beneficial substances on the body. 2. I am beginning to find out about emotional and physical changes that take place as I grow and approach puberty. 3. I know how to keep myself and others safe 4. I can identify people who help me stay safe 5. I can identify behaviours and emotions that make people comfortable and uncomfortable | <ol style="list-style-type: none"> 1. I can plan and help prepare simple healthy meals 2. I can identify and develop strategies for managing and controlling strong feelings and emotions. 3. I can form and maintain relationships with a range of different people 4. I have developed some strategies for keeping physically and emotionally safe (road safety, safety in the environment and safety online : social media, the responsible use of ICT and mobile phones; bullying; intimidating behaviour; acceptable/unacceptable toughing) | <ol style="list-style-type: none"> 1. I join in discussions and give views about: <ul style="list-style-type: none"> • Lifestyle choices • Healthy Meals • Recognising emotions • Substance misuse • Relationships • How the human body changes with growth |
| | Economic Well-Being (EWB) | <ol style="list-style-type: none"> 1. I can talk about why people work and the different jobs people do. 2. I can name some of factors that influence the choices people make about how money is spent. (ethical spending, advertising, lifestyle choices, media) | <ol style="list-style-type: none"> 1. I can use thinking skills to help solve problems by actively contributing to generating ideas; adapting well; persevering; generating creative solutions. | <ol style="list-style-type: none"> 1. I can express ambitions and aspirations for future economic well-being. 2. I can give views on how the media influences how people spend money. |
| | Citizenship (C) | <ol style="list-style-type: none"> 1. I know about diversity in my local community 2. I can talk about some of the rights and responsibilities people have towards each other and the environment 3. I can begin to use specific terms to describe the processes of Government in the UK 4. I have learnt about some ways that bring about changes in communities | <ol style="list-style-type: none"> 1. I have planned some action and taken part in decision making activities with others that will improve my local community | <ol style="list-style-type: none"> 1. I can present my ideas to others and be aware of responses of others 2. I can express opinions and ideas on how people- including myself, should be involved in their communities |

| PSHE & Citizenship Learner Profile | | | | |
|------------------------------------|-------------------------------------|---|---|---|
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| | Economic Well-Being (EWB) | <ol style="list-style-type: none"> 1. I can talk about why people work and the different jobs people do. 2. I can name some of factors that influence the choices people make about how money is spent. (ethical spending, advertising, lifestyle choices, media) | <ol style="list-style-type: none"> 1. I can use thinking skills to help solve problems by actively contributing to generating ideas; adapting well; persevering; generating creative solutions. | <ol style="list-style-type: none"> 1. I can express ambitions and aspirations for future economic well-being. 2. I can give views on how the media influences how people spend money. |
| | Citizenship (C) | <ol style="list-style-type: none"> 1. I know about diversity in my local community 2. I can talk about some of the rights and responsibilities people have towards each other and the environment 3. I can begin to use specific terms to describe the processes of Government in the UK 4. I have learnt about some ways that bring about changes in communities | <ol style="list-style-type: none"> 1. I have planned some action and taken part in decision making activities with others that will improve my local community | <ol style="list-style-type: none"> 1. I can present my ideas to others and be aware of responses of others 2. I can express opinions and ideas on how people- including myself, should be involved in their communities |

| Music Learner Profile | | | | | | |
|-----------------------|--|---|--|--|---|---|
| | To perform through singing (S) | To perform through playing (P) | To compose (C) | To transcribe (T) | To describe music (D) | To take inspiration from the greats (classic and modern) (TI) |
| KS2a | 1. I can sing from memory with accurate pitch. | 1. I can play notes on an instrument with care so that they are clear. | 1. I can compose and perform melodic songs. | 1. I can devise non-standard symbols to indicate when to play and rest. | 1. I can use the terms: duration, timbre, pitch, beat, tempo, texture and the use of silence to describe music. | 1. I have listened to music from a range of composers/musicians/artists and cultures. |
| | 2. I can sing in tune with control and expression. | 2. I can perform with control and awareness of others. | 2. I can create repeated patterns with a range of instruments. | 2. I can begin to recognise the notes EGBDF and FACE on the musical staff. | 2. I can evaluate music using musical vocabulary to identify areas of likes and dislikes. | 2. I can identify the genre of a piece of music. |
| | 3. I can maintain a simple part within a group. | 3. I can perform rhythmically simple parts that use a limited range of notes. | 3. I can create accompaniments for tunes including drones. | 3. I can begin to recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | 3. I can understand layers of sound and discuss their effects on mood and feelings. | 3. I am beginning to identify how music has changed over time. |
| | 4. I can pronounce words within a song clearly. | 4. I can perform from a staff notation with support e.g. colours, letters. | 4. I can compose music that combines musical elements. | | | |
| | | 5. I can name instruments that belong in each family group. | 5. I can use sound to create abstract effects. | | | |
| | | | 6. I can use digital technologies to compose pieces of music. | | | |

| Music Learner Profile | | | | | | |
|-----------------------|--|---|--|--|---|---|
| | To perform through singing (S) | To perform through playing (P) | To compose (C) | To transcribe (T) | To describe music (D) | To take inspiration from the greats (classic and modern) (TI) |
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