



St Luke's
Primary School

Key Stage 2b
Learner Profiles Flipbook



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Primary School

Key Stage 2b
Learner Profiles Flipbook

Science & Environmental Learning Learner Profile (Year 5)

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 plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

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

Working Scientifically	Changing States (Properties & materials)	Resistance (Forces)
1. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. 2. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 3. I can use test results to make predictions to set up further comparative and fair tests.	1. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 2. I can compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity, and response to magnets.	1. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 2. I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

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

Working Scientifically	Life Cycles (All Living Things)	Growing up (Animals)	Changing States (Properties & Materials)	Space Explorers (Earth & Space)	Resistance (Forces)
1. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	I can describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.	I can describe the changes as humans develop from birth to old age.	I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution.	I can describe the movement of the Earth, and other planets, relative to the sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night.	I can explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.

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

Working Scientifically: 1. I can identifying scientific evidence that has been used to support or refute ideas or arguments.

Science & Environmental Learning Learner Profile (Year 5)

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Working Scientifically 1. I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

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

Working Scientifically	Changing States (Properties & materials)	Resistance (Forces)
1. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. 2. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 3. I can use test results to make predictions to set up further comparative and fair tests.	1. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 2. I can compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity, and response to magnets.	1. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 2. I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

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

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

Working Scientifically: 1. I can identifying scientific evidence that has been used to support or refute ideas or arguments.

Science & Environmental Learning Learner Profile (Year 6)

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 plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

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

Working Scientifically	Fitting In (All Living Things)	Looking After Yourself (Animals)	Evolution (Evolution & Inheritance)	Shadow Play (Light)	Changing Circuits (Electricity)
1. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. 2. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 3. I can use test results to make predictions to set up further comparative and fair tests.	1. I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. 2. I can give reasons for classifying plants and animals based on specific characteristics.	1. I can recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.	1. I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		1. I can use recognised symbols when representing a simple circuit in a diagram. 2. I can compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and on/off positions of switches.

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

1. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		1. I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. 2. I can describe the ways in which nutrients and water are transported within animals, including humans.	1. I can identify how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution	1. I can recognise that light travels in straight lines. 2. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 3. I can explain that we see things because light travels from a light source to our eyes or from light sources to objects and then to our eyes. 4. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	1. I can explain how the number of voltage of cells affects bulbs, buzzers or motors in a circuit.
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Evaluate (EV): To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

- I can identify scientific evidence that has been used to support or refute ideas or arguments.

Science & Environmental Learning Learner Profile (Year 6)

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1. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		1. I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. 2. I can describe the ways in which nutrients and water are transported within animals, including humans.	1. I can identify how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution	1. I can recognise that light travels in straight lines. 2. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 3. I can explain that we see things because light travels from a light source to our eyes or from light sources to objects and then to our eyes. 4. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	1. I can explain how the number of voltage of cells affects bulbs, buzzers or motors in a circuit.
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Evaluate (EV): To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

- I can identify scientific evidence that has been used to support or refute ideas or arguments.

ICT Learner Profile			
Exchanging and Sharing Information: Present information in different forms. Show an awareness of intended audience. Show the need for quality in presentations. Exchange info. & ideas with others in a variety of ways including email.			
Text & Multimedia TM Y5 Y6	Digital Image (DI) Y5 Y6	Sound and Music (SM) Y5 Y6	Electronic Communication (EC) Y5 Y6
<p>1. I can use advanced tools in word processing software such as tabs, appropriate text formatting, line spacing etc. appropriately to create quality presentations appropriate for a known audience.</p> <p>2. I can use video editing software to produce a film using a variety of techniques (trimming; splitting clips; adding images; sound effects, transitions, music).</p> <p>3. I can experiment with sophisticated techniques, i.e. green screening (with support)</p>	<p>1. I can use images I have sourced / captured / manipulated as part of a bigger project.</p> <p>2. I can add special effects, transitions, titles etc. to their films / animations as appropriate, considering the effect on the viewer.</p>	<p>1. I can create and share more sophisticated podcasts and consider the effect on my audience.</p> <p>2. I can use ICT to compose appropriate music for podcasts and evaluate its impact.</p>	<p>1. I can create, send and reply to emails, making use of an address book and sending attachments.</p> <p>2. I can participate in video conferencing as a group, appreciating the need to abide by certain rules.</p> <p>3. I can understand the need for e-safety rules and abide by them both in and out of school.</p>
Finding things out: Understand the need for care in framing questions when collecting, finding and interrogating information. Interpret their findings. Question plausibility. Recognise that poor-quality information leads to unreliable results.			
Research (R) Y5 Y6		Handling Information (HI) Y5 Y6 (*in maths)/Science	
<p>1. I can make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience.</p> <p>2. I can show an understanding of validity, credibility and bias of websites.</p> <p>3. I can develop a growing awareness of how to stay safe when using the internet (in school and at home) and abide by the school's internet safety policy.</p>		<p>1. I can work as part of a group to create a data collection sheet and use it to setup a straight forward database to answer questions.</p> <p>2. I can enter information and interrogate it (by searching, sorting, graphing)</p> <p>3. I can begin to reflect on how useful the collected data and my interrogation was and whether or not my questions were answered.</p>	
Developing ideas and making things happen: Use ICT systems to control events in a predetermined manner. Sense physical data. Use models and simulations to explore patterns and relationships. Make predictions about the consequences of decisions.			
Programming (P) Y5 Y6	Modelling and Simulations (MS) Y5 Y6	Data Logging (DL) Y5 (links to Sci/Maths)	
<p>I can engage in code based problem solving activities, writing/ refining procedures etc. and to predict, test and modify.</p> <p>I can use control software to control devices (using output commands) or to simulate this on screen.</p> <p>I can predict, test, debug and refine their programming.</p>	<p>I can set up and use a spreadsheet model to explore patterns and relationships.</p> <p>I can make predictions using a spreadsheet.</p> <p>I can enter simple formulae to assist me in my spreadsheet model.</p> <p>I can produce detailed designs for products in a variety of materials.</p>	<p>I can use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings.</p> <p>I can interpret the results and use these in my investigations.</p> <p>I can realise the advantages of using ICT to collect data that might otherwise be problematic.</p>	

ICT Learner Profile			
Exchanging and Sharing Information: Present information in different forms. Show an awareness of intended audience. Show the need for quality in presentations. Exchange info. & ideas with others in a variety of ways including email.			
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<p>1. I can use advanced tools in word processing software such as tabs, appropriate text formatting, line spacing etc. appropriately to create quality presentations appropriate for a known audience.</p> <p>2. I can use video editing software to produce a film using a variety of techniques (trimming; splitting clips; adding images; sound effects, transitions, music).</p> <p>3. I can experiment with sophisticated techniques, i.e. green screening (with support)</p>	<p>1. I can use images I have sourced / captured / manipulated as part of a bigger project.</p> <p>2. I can add special effects, transitions, titles etc. to their films / animations as appropriate, considering the effect on the viewer.</p>	<p>1. I can create and share more sophisticated podcasts and consider the effect on my audience.</p> <p>2. I can use ICT to compose appropriate music for podcasts and evaluate its impact.</p>	<p>1. I can create, send and reply to emails, making use of an address book and sending attachments.</p> <p>2. I can participate in video conferencing as a group, appreciating the need to abide by certain rules.</p> <p>3. I can understand the need for e-safety rules and abide by them both in and out of school.</p>
Finding things out: Understand the need for care in framing questions when collecting, finding and interrogating information. Interpret their findings. Question plausibility. Recognise that poor-quality information leads to unreliable results.			
Research (R) Y5 Y6		Handling Information (HI) Y5 Y6 (*in maths)/Science	
<p>1. I can make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience.</p> <p>2. I can show an understanding of validity, credibility and bias of websites.</p> <p>3. I can develop a growing awareness of how to stay safe when using the internet (in school and at home) and abide by the school's internet safety policy.</p>		<p>1. I can work as part of a group to create a data collection sheet and use it to setup a straight forward database to answer questions.</p> <p>2. I can enter information and interrogate it (by searching, sorting, graphing)</p> <p>3. I can begin to reflect on how useful the collected data and my interrogation was and whether or not my questions were answered.</p>	
Developing ideas and making things happen: Use ICT systems to control events in a predetermined manner. Sense physical data. Use models and simulations to explore patterns and relationships. Make predictions about the consequences of decisions.			
Programming (P) Y5 Y6	Modelling and Simulations (MS) Y5 Y6	Data Logging (DL) Y5 (links to Sci/Maths)	
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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	1. Explain how some teachings and beliefs are shared between Christianity, Sikhism and Islam. 2. Explain how religious beliefs shape the lives of individuals and communities	1. Explain the practices and lifestyles involved in belonging to Christianity. 2. Compare and contrast the lifestyles of Christians, Sikhs and Muslims and give reasons why some within the faith may adopt different lifestyles. (Be aware of other religions represented in the community). 3. Show an understanding of the role of a spiritual leader.	1. Explain some of the different ways that individuals show their beliefs.	1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. 2. Explain their own ideas about the answers to ultimate questions. 3. Explain why their own answers to ultimate questions may differ from those of others.	1. Explain why different religious communities or individuals may have a different view of what is right and wrong. 2. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite the rules). 3. Express their own values and remain respectful of those with different values.
Challenge	3. Understand beliefs in Christianity such as The Trinity. 4. Identify teachings from Biblical scriptures. 5. Explore the significance of religious stories from Christianity , Sikhism and Islam in today's world	4. Understand the significance of religious festivals. 5. Visit religious 'activities' and meet figures who demonstrate a religious vocation or service. I.e. places of worship, social inclusion/ support projects, and charity projects.	2. Explore the way religious figures are portrayed in art, poetry and music.	4. Consider rituals in own life and identify their roots: religious; cultural; family, compare to religious rituals. 5. Consider suffering and what Christianity, Sikhism and Islam tell us about this. 6. Reflect on opportunities to show 'loving kindness'	4. Understand why divisions occur in groups and the feelings associated with them. 5. Consider material possessions and their value as opposed to spiritual fulfilment. 6. Explore the concept of 'duty'. 7. Explore questions related to life and death. 8. Explore rituals that mark changes in life.

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Geography Learner Profile			
	To investigate places (IPL)	To investigate patterns (IPT)	To communicate geographically (CG)
KS2b	r. I use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I record the results in a range of ways.	i. I understand some of the reasons for geographical similarities and differences between countries.	n. I can describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	s. I can identify and describe how the physical features affect the human activity within a location.	j. I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	o. I can describe and understand key aspects of: human geography , including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
	t. I use a range of geographical resource to give detailed descriptions and opinions of the characteristics features of a location.		p. I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard OS symbols) to communicate knowledge of the United Kingdom and the world.
	u. I collect and analyse statistics and other information in order to draw clear conclusions about locations		q. I offer reasons for my own views about environmental change and I recognise that other people may hold different views.
Challenge	v. I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	k. I can describe how locations around the world are changing and explain some of the reasons for change.	r. I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	w. I can name and locate the countries of North and South America and identify their main physical and human characteristics.	l. I can describe geographical diversity across the world.	s. I show an awareness of the idea of sustainable development.
	x. I can name and locate some of the countries and cities of the world and identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	m. I can describe how countries and geographical regions are interconnected and interdependent.	t. I recognise the range of views people hold about environmental interaction and change.

Geography Learner Profile			
	To investigate places (IPL)	To investigate patterns (IPT)	To communicate geographically (CG)
KS2b	r. I use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I record the results in a range of ways.	i. I understand some of the reasons for geographical similarities and differences between countries.	n. I can describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
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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)
KS2b	l. I can use sources of evidence to deduce information about the past.	k. I identify change and continuity within and across different periods.	j. I can identify continuity and change in the history of the locality of the school.	g. I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
	m. I can select suitable sources of evidence, giving reasons for choices.	l. I identify where periods I have studied fit within a chronological framework.	k. I can give a broad overview of life in Britain and some major events from the rest of the world.	h. I use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
	n. I can use sources of information to form testable hypotheses about the past.	m. I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural)	l. I can compare some of the times studied with those of the other areas of interest around the world.	
	o. I seek out and analyse a wide range of evidence in order to justify claims about the past.	n. I can identify periods of rapid change in history and contrast them with times of relatively little change.		
Challenge	p. I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	o. I recognise and describe change and continuity representing them, along with evidence, on a timeline.	m. I can describe the social, ethnic, cultural or religious diversity of past society.	i. I use original ways to present information and ideas.
	q. I understand that no single source of evidence gives the full answer to questions about the past.	p. I can use dates and terms accurately in describing events.	n. I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	
	r. I refine my lines of enquiry as appropriate.			

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	o. I seek out and analyse a wide range of evidence in order to justify claims about the past.	n. I can identify periods of rapid change in history and contrast them with times of relatively little change.		
Challenge	p. I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	o. I recognise and describe change and continuity representing them, along with evidence, on a timeline.	m. I can describe the social, ethnic, cultural or religious diversity of past society.	i. I use original ways to present information and ideas.
	q. I understand that no single source of evidence gives the full answer to questions about the past.	p. I can use dates and terms accurately in describing events.	n. I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	
	r. I refine my lines of enquiry as appropriate.			

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)
KS2b	a. I can develop and imaginatively extend ideas from given starting points.	a. I compare and comment on differing ideas, methods and approaches used by artists, crafts people and designers.	a. I can use a range of materials to produce line, tone & shade with skill.	a. I can explore the effect on paint by adding water, glue, sand, sawdust...	a. I can use frameworks (such as wire or moulds) to provide stability and form.
	b. I can collect information sketches and resources and present ideas imaginatively in a sketchbook with annotations.	b. I think about artwork by relating it to the contexts in which the work was made.	b. I am confident to use line, tone & texture to represent objects in 3D.	c. I can create a colour palette and use it to represent images I have observed in natural & man-made environments.	b. I can use a variety of tools & techniques for sculpting in clay, papier mache & other malleable materials.
	c. I can comment on artworks with a fluent grasp of visual language.	c. I can create original pieces that show a range of influences and styles.	c. I can use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight.	d. I can use a colour wheel to select appropriate colours for a piece of work.	c. I can use carvings to a surface to create shapes, texture & pattern.
	d. I can spot the potential in unexpected results as work progresses.		d. I can use a range of techniques to depict movement, perspective, shadows and reflection.	e. I can use different colours to create a mood.	d. I can make nets of shapes to make recognisable forms and join these together to make different forms.
				f. I have developed my own personal style of painting, drawing upon ideas from other artists.	

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)
KS2b	a. I can develop and imaginatively extend ideas from given starting points.	a. I compare and comment on differing ideas, methods and approaches used by artists, crafts people and designers.	a. I can use a range of materials to produce line, tone & shade with skill.	a. I can explore the effect on paint by adding water, glue, sand, sawdust...	a. I can use frameworks (such as wire or moulds) to provide stability and form.
	b. I can collect information sketches and resources and present ideas imaginatively in a sketchbook with annotations.	b. I think about artwork by relating it to the contexts in which the work was made.	b. I am confident to use line, tone & texture to represent objects in 3D.	c. I can create a colour palette and use it to represent images I have observed in natural & man-made environments.	b. I can use a variety of tools & techniques for sculpting in clay, papier mache & other malleable materials.
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	d. I can spot the potential in unexpected results as work progresses.		d. I can use a range of techniques to depict movement, perspective, shadows and reflection.	e. I can use different colours to create a mood.	d. I can make nets of shapes to make recognisable forms and join these together to make different forms.
				f. I have developed my own personal style of painting, drawing upon ideas from other artists.	

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)
Challenge	a. I can work from different starting points, developing an extended repertoire of ideas.	a. I can research the history of art, craft and design from ancient to modernist periods.	a. I can select appropriate drawing materials.	a. I can produce paintings that include texture gained through paint mix or brush technique.	b. I can choose from all of the techniques from levels 1 - 4 to embellish my work as appropriate.
	b. I can use a variety of source material - collected, selected and analysed in a sketchbook.	b. I can apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.	b. I know when different materials can be combined & use this to good effect.	b. I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.	
	c. I can evaluate my own and others artwork with reference to the visual elements, using critical and contextual vocabulary to express their opinions.		c. I am developing my own style of drawing.	c. I can combine colours, tones and tints to enhance the mood of a piece.	d. My models, on a range of scales, communicate my observations from the real or natural world.
	d. I can use my evaluations to strengthen the visual impact in their own work.		d. I can choose a style of drawing suitable for the work e.g. realistic or impressionistic.	e. I can explore the effect of light, colour, texture & tone on natural & man-made objects.	e. My 3D work contains both tactile & visual qualities.

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)
Challenge	a. I can work from different starting points, developing an extended repertoire of ideas.	a. I can research the history of art, craft and design from ancient to modernist periods.	a. I can select appropriate drawing materials.	a. I can produce paintings that include texture gained through paint mix or brush technique.	b. I can choose from all of the techniques from levels 1 - 4 to embellish my work as appropriate.
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	d. I can use my evaluations to strengthen the visual impact in their own work.		d. I can choose a style of drawing suitable for the work e.g. realistic or impressionistic.	e. I can explore the effect of light, colour, texture & tone on natural & man-made objects.	e. My 3D work contains both tactile & visual qualities.

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)
KS2b	a. I can take digital photographs & beginning to enhance them using computer software.	a. My collage combines both visual and tactile qualities.	a. I have been introduced to screen printing.	b. I have explored the basics of knitting & embroidery.
	c. I can explore negative & positive.	b. I can experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned).	b. I can make precise repeating patterns by creating accurate printing blocks.	c. I can combine some of the techniques I know to produce a piece of work.
	d. I can create digital images with some animation, video or sound to communicate my ideas.	c. I can ensure work is precise through a range of techniques.	c. I can create more intricate patterns using knowledge of colour, line, shape & texture.	d. I can use other techniques of sewing e.g. blanket stitch & chain stitch.
		d. My collage takes inspiration from artists or designers.	d. I can replicate patterns I have observed in the natural or man-made world.	
		e. My collage reflects a real purpose.		
Challenge	a. I can take digital photographs & am able to enhance them using computer software.	a. I can modify and change materials to be used in my collage.	b. I can create an accurate pattern, showing fine detail.	a. I can design shapes, tie-dyes, batiks & prints for a specific outcome.
		b. My collage has a striking effect because of the combination of its colour choices, pattern, lines, tones and shapes.	c. I can build up colours in my printing (including screen printing).	b. I can choose from a range of stitching techniques.
		d. My collage has a definite theme that is apparent to any viewer.	d. I can base my prints on a theme from other cultures.	c. I can use precise textile techniques to convey the purpose of my work.
		e. I can develop embellishing by using more advanced stitching and applique techniques.		d. I can experiment with soft sculpture; cutting & joining patterns & embellishing the components.
				e. I can base my work on tapestries, artefacts & hangings throughout history & other cultures.

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)
KS2b	a. I can take digital photographs & beginning to enhance them using computer software.	a. My collage combines both visual and tactile qualities.	a. I have been introduced to screen printing.	b. I have explored the basics of knitting & embroidery.
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		d. My collage takes inspiration from artists or designers.	d. I can replicate patterns I have observed in the natural or man-made world.	
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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)
KS2b	a. I understand seasonality and can identify different foods produced in each season.	a. I can apply the rules for basic food hygiene & other safe practices e.g. oven safety, food storage.	a. I can mark out using my own patterns & templates.	a. I can cut accurately and safely using tools e.g. craft knife, saw.
	b. I understand that cooking alters the flavour & texture of foods & use this knowledge in my designs.	b. I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	b. I can use different ways to join materials e.g. glue, pins, press-studs, velcro, various stitches, buttons.	b. I can measure using mm to cut, score and fold with precision.
	c. I can incorporate the views of intended users & for the intended purpose.	c. I can prepare foods in a variety of ways e.g. chopping, peeling, grating, coring, sieving etc.	c. I can use my art textile skills such as stitching to create a product that is sturdy & fit for purpose.	c. I can use my hands & other tools to mould materials into accurate shapes that will do the intended job well.
	d. I can generate ideas by collecting and using information.	d. I can demonstrate a range of baking and cooking techniques (controlling the temperature of the oven or hob).		d. I can select appropriate joining techniques.
	e. I can communicate alternative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and prototypes, showing that I am aware of constraints.	e. I can use a selection of ingredients to meet an identified need e.g. lunchtime snack, healthy sandwich, low gluten.		e. I can use techniques for reinforcing & strengthening structures.
	f. I can reflect on my designs as they develop, drawing on previous experience.			f. I ensure that edges are finished by sometimes adding other materials e.g. edging strips.

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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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)
Challenge	a. I can research products to a given criteria e.g. which biscuits are healthiest, dietary needs.	a. I can use my knowledge of micro-organisms to prepare & store food properly.	a. I can use embroidery & other stitches to join and finish fabric work.	a. I can measure & select materials with cost & workability in mind.
	b. I understand the importance of nutrition, a balanced diet and about the characteristics of a broad range of ingredients in choosing and preparing food.	b. I can modify recipes for a purpose e.g. quantities.	b. I can experiment with a range of materials until I find the right mix of affordability, appeal & appropriateness for the job.	b. can use a range of tools accurately and safely to drill, screw, glue, cut and nail.
	c. I can design innovative products showing an awareness of commercial appeal.	c. I can prepare one item of food using a variety of techniques e.g. a tomato can be sliced, peeled, pureed, stuffed, cut as a decorative garnish.		c. I can make very careful & precise measurements so that joints, holes & openings are in exactly the right place.
	d. I can use prototypes, pattern pieces, cross-sectional diagrams and computer aided designs to represent designs.	d. I can create and refine recipes including ingredients, methods, cooking times and temperatures.		d. I can hide some joints for aesthetic effect.
	e. I can check my work as it develops, solve technical problems and show some creativity as I modify my approach.			e. I can make joints that are flexible to allow for dismantling or folding.
				f. My product is carefully finished & is well received by the intended user.

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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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)
KS2b	a. I can use simple mechanisms e.g. cogs, cams, pulleys, levers & cranks.	a. I have made a product that uses electrical circuits.	a.I can write code to control and monitor models or products.	a. I can improve my own cooking technique by watching famous chefs.
	b. I can begin to use pneumatics & hydraulics.			b. I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
				c. I understand how key events and individuals in history (in design and technology) have helped shape the world.
Challenge	a. I can use cogs & gears to change direction & speed (construction kits).	a. I can create circuits using electronics kits that employ a number of components such as LEDs, resistors, transistors and chips.		a. I can use the work of a famous chef and reproduce/modify the recipe.
	b.I can select the most appropriate mechanism to make my product.			b. I can analyse the work of others, including iconic designs, to inform work.
				c. I understand developments in design and technology and the responsibilities of designers, including environmental responsibilities.

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)
KS2b	a. I can use simple mechanisms e.g. cogs, cams, pulleys, levers & cranks.	a. I have made a product that uses electrical circuits.	a.I can write code to control and monitor models or products.	a. I can improve my own cooking technique by watching famous chefs.
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	b.I can select the most appropriate mechanism to make my product.			b. I can analyse the work of others, including iconic designs, to inform work.
				c. I understand developments in design and technology and the responsibilities of designers, including environmental responsibilities.

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 5	12. I understand the main points from short spoken passages.	6. I understand the main points in short written texts.	6. I write a few short sentences, with help, using expressions that I have already learnt.	5. I describe some aspects of countries or communities where the language is spoken.
	13. I ask people to repeat words or phrases to help me understand.	7. I am beginning to read independently.	7. I write short phrases from memory and their spelling is readily understandable.	6. I make comparisons between life countries or communities where the language is spoken and my own.
	14. I ask and answer simple questions and talk about my interests.	8. I use a translation dictionary or glossary to look up new words.		
	15. I take part in brief tasks, using visual or other clues to help me respond.			
	16. I use short phrases to respond.			
	17. I have a growing vocabulary that I use.			
Year 6	18. I understand the main points and some of the detail from spoken passages.	9. I understand the main points and some of the detail in short written texts.	8. I write short texts on familiar topics.	7. I show that I understand texts from, or about countries or communities where the language is spoken.
	19. I ask for some items to be repeated.	10. I use context or a translation dictionary to work out the meaning of unfamiliar words.	9. I use my knowledge of grammar to adapt and substitute individual words and set phrases.	8. I identify some similarities and differences between these countries or communities and my own.
	20. I take part in simple conversations, helped by visual or other cues, and express my opinions.	11. I use dictionaries or glossaries to check words.		
	21. I use my knowledge of grammar to adapt and substitute single words and phrases.			
	22. I pronounce words correctly.			

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 5	12. I understand the main points from short spoken passages.	6. I understand the main points in short written texts.	6. I write a few short sentences, with help, using expressions that I have already learnt.	5. I describe some aspects of countries or communities where the language is spoken.
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Year 6	18. I understand the main points and some of the detail from spoken passages.	9. I understand the main points and some of the detail in short written texts.	8. I write short texts on familiar topics.	7. I show that I understand texts from, or about countries or communities where the language is spoken.
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	21. I use my knowledge of grammar to adapt and substitute single words and phrases.			
	22. I pronounce words correctly.			

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)
Challenge	23. I understand the main points and opinions in spoken passages made up of material from the present and past or future events.	12. I understand the main points and opinions in written texts from various contexts, including present, past or future events.	10. I write short texts on a range of familiar topics, using simple sentences.	9. I show that I understand information about countries or communities where the language is spoken.
	24. I occasionally need some repetition.	13. I am confident in reading aloud, and in using reference materials.	11. I refer to recent experiences or future plans, as well as to everyday activities in my writing.	10. I describe some similarities and differences between countries or communities where the language is spoken and my own.
	25. I give a short prepared talk that includes my opinions.	14. I use dictionaries or glossaries to check words they have learnt and to look up unknown words.	12. The meaning of my writing can be understood with little or no difficulty.	
	26. I take part in short conversations. Where I seek and give information, opinions and reasons.			
	27. I refer to recent experiences or future plans, as well as everyday activities and interests.			
	28. I vary my language and sometimes produce more extended responses.			
	29. I make myself understood with little or no difficulty.			

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)
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	27. I refer to recent experiences or future plans, as well as everyday activities and interests.			
	28. I vary my language and sometimes produce more extended responses.			
	29. I make myself understood with little or no difficulty.			

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)
KS2b	Personal & Social Well-Being (PSWB) 1. I know about some of the physical changes that take place in the human body as we grow and how these relate to human reproduction. 2. I know about some healthy and unhealthy choices in diet; lifestyle; leisure-time ; harmful and beneficial substances; effects of media; habits 3. I know how choices and actions can affect my personal well-being. 4. I can talk about different types of relationships and factors that may influence these relationships 5. I recognise that people experience conflicting emotions and when they might need to listen to their emotions or overcome them. 6. I recognise their increased independence brings increased responsibility to keep myself and others safe	1. I can plan, prepare and cook simple healthy meals. 2. I can identify my lifestyle choices and make changes 3. I can implement good habits for a healthy lifestyle 4. I have shown that I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs 5. I can differentiate between the terms, 'risk', 'danger' and 'hazard' 6. I can recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 7. I can use a range of strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. 8. I am beginning to manage changing emotions and relationships and understand how new relationships may develop. 9. I have strategies to cope with change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	1. I can communicate and express my opinions about: <ul style="list-style-type: none"> • Lifestyle choices • Healthy meals • Controlling emotions • Substance misuse • Relationships • Growth and reproduction
Challenge	1. I understand the physical changes that take place in the human body as we grow and how these relate to human reproduction. 2. I know the effects of beneficial and harmful substances and how people have different views on these substances 3. I can identify effects of positive and negative relationships and how these may differ within society 4. I understand the need for a balanced lifestyle choices and pressures that affect these choices	1. I can plan, prepare and cook simple healthy meals. 2. I have strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. 3. I can manage changing emotions and relationships and understand how new relationships may develop.	

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)
KS2b	Personal & Social Well-Being (PSWB) 1. I know about some of the physical changes that take place in the human body as we grow and how these relate to human reproduction. 2. I know about some healthy and unhealthy choices in diet; lifestyle; leisure-time ; harmful and beneficial substances; effects of media; habits 3. I know how choices and actions can affect my personal well-being. 4. I can talk about different types of relationships and factors that may influence these relationships 5. I recognise that people experience conflicting emotions and when they might need to listen to their emotions or overcome them. 6. I recognise their increased independence brings increased responsibility to keep myself and others safe	1. I can plan, prepare and cook simple healthy meals. 2. I can identify my lifestyle choices and make changes 3. I can implement good habits for a healthy lifestyle 4. I have shown that I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs 5. I can differentiate between the terms, 'risk', 'danger' and 'hazard' 6. I can recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 7. I can use a range of strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. 8. I am beginning to manage changing emotions and relationships and understand how new relationships may develop. 9. I have strategies to cope with change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	1. I can communicate and express my opinions about: <ul style="list-style-type: none"> • Lifestyle choices • Healthy meals • Controlling emotions • Substance misuse • Relationships • Growth and reproduction
Challenge	1. I understand the physical changes that take place in the human body as we grow and how these relate to human reproduction. 2. I know the effects of beneficial and harmful substances and how people have different views on these substances 3. I can identify effects of positive and negative relationships and how these may differ within society 4. I understand the need for a balanced lifestyle choices and pressures that affect these choices	1. I can plan, prepare and cook simple healthy meals. 2. I have strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. 3. I can manage changing emotions and relationships and understand how new relationships may develop.	

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)
KS2b	Economic Well-Being	<ol style="list-style-type: none"> 1. I can investigate and make connections between my learning, the world of work and my future economic well-being. 2. I am beginning to understand how people manage money. 3. I am beginning to understand how people earn money, save and plan for the future. 4. I am beginning to understand the terms cost, selling price and profit. 	<ol style="list-style-type: none"> 1. I can plan and share ambitions and aspirations 2. I show some initiative and take responsibility for activities. 3. I help to organise events and host performances. 4. I help to design solutions to problems both in indoor and outdoor activities. 5. I make and sell products. 	<ol style="list-style-type: none"> 1. I discuss how I have taken part in group work situations and activities 2. I discuss how people look after their finances 3. I review and express ambitions and aspirations for future economic well-being, further education and career pathways
Challenge		<ol style="list-style-type: none"> 1. I understand the connections between my learning, the world of work and my future economic well-being. 2. I understand how people manage money. 3. I understand how people earn money, save and plan for the future. 4. I understand the terms cost, selling price and profit. 	<ol style="list-style-type: none"> 1. I show initiative and take responsibility for activities. 2. I can organise events and host performances. 3. I can design solutions to problems both in indoor and outdoor activities. 4. I can make and sell products. 	<ol style="list-style-type: none"> 1. I take a lead part in creative problem-solving situations. 2. I express my ambitions and aspirations and explain my decisions
KS2b	Citizenship	<ol style="list-style-type: none"> 1. I know there is diversity of groups and communities in the UK and the wider world 2. I can explain some of the different ways in which people can take part in democracy in the UK and how this can bring about change. 3. I know how an individual's personal choices can impact on the wider community ie hand hygiene; litter; vandalism; anti-social behaviour 4. I can investigate issues affecting my local communities using a range of sources. 5. I can explore what is fair and unfair and describe how justice is applied in some situations 	<ol style="list-style-type: none"> 1. I can work with others to plan and carry out a course of action to address issues that we feel are significant in our community. 	<ol style="list-style-type: none"> 1. I can identify and share my personal viewpoints and make some reply to others who may or may not share my viewpoints. 2. I can make informed contributions to discussions and debates giving some reasons for my views
Challenge		<ol style="list-style-type: none"> 1. I can explain the roles of citizen, Parliament and the monarch, voting systems and political parties in the UK 2. I can identify the liberties of being a UK citizen 3. I know how rules, laws and the justice system are organised 4. I can use a variety of sources to research current local, national and international issues 5. I can identify roles played by public and voluntary institutions in my community 6. I know where money comes from, how it is used and the importance of budgeting 	<ol style="list-style-type: none"> 1. I can take a part in a debate 2. I can use my planning and organisational skills to carry out activities to benefit my community 	<ol style="list-style-type: none"> 1. I can state my own opinions with clear explanation of my arguments and show understanding of opinions different to my own

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)
KS2b	Economic Well-Being	<ol style="list-style-type: none"> 1. I can investigate and make connections between my learning, the world of work and my future economic well-being. 2. I am beginning to understand how people manage money. 3. I am beginning to understand how people earn money, save and plan for the future. 4. I am beginning to understand the terms cost, selling price and profit. 	<ol style="list-style-type: none"> 1. I can plan and share ambitions and aspirations 2. I show some initiative and take responsibility for activities. 3. I help to organise events and host performances. 4. I help to design solutions to problems both in indoor and outdoor activities. 5. I make and sell products. 	<ol style="list-style-type: none"> 1. I discuss how I have taken part in group work situations and activities 2. I discuss how people look after their finances 3. I review and express ambitions and aspirations for future economic well-being, further education and career pathways
Challenge		<ol style="list-style-type: none"> 1. I understand the connections between my learning, the world of work and my future economic well-being. 2. I understand how people manage money. 3. I understand how people earn money, save and plan for the future. 4. I understand the terms cost, selling price and profit. 	<ol style="list-style-type: none"> 1. I show initiative and take responsibility for activities. 2. I can organise events and host performances. 3. I can design solutions to problems both in indoor and outdoor activities. 4. I can make and sell products. 	<ol style="list-style-type: none"> 1. I take a lead part in creative problem-solving situations. 2. I express my ambitions and aspirations and explain my decisions
KS2b	Citizenship	<ol style="list-style-type: none"> 1. I know there is diversity of groups and communities in the UK and the wider world 2. I can explain some of the different ways in which people can take part in democracy in the UK and how this can bring about change. 3. I know how an individual's personal choices can impact on the wider community ie hand hygiene; litter; vandalism; anti-social behaviour 4. I can investigate issues affecting my local communities using a range of sources. 5. I can explore what is fair and unfair and describe how justice is applied in some situations 	<ol style="list-style-type: none"> 1. I can work with others to plan and carry out a course of action to address issues that we feel are significant in our community. 	<ol style="list-style-type: none"> 1. I can identify and share my personal viewpoints and make some reply to others who may or may not share my viewpoints. 2. I can make informed contributions to discussions and debates giving some reasons for my views
Challenge		<ol style="list-style-type: none"> 1. I can explain the roles of citizen, Parliament and the monarch, voting systems and political parties in the UK 2. I can identify the liberties of being a UK citizen 3. I know how rules, laws and the justice system are organised 4. I can use a variety of sources to research current local, national and international issues 5. I can identify roles played by public and voluntary institutions in my community 6. I know where money comes from, how it is used and the importance of budgeting 	<ol style="list-style-type: none"> 1. I can take a part in a debate 2. I can use my planning and organisational skills to carry out activities to benefit my community 	<ol style="list-style-type: none"> 1. I can state my own opinions with clear explanation of my arguments and show understanding of opinions different to my own

Music Learner Profile				
		To perform through singing (S)	To perform through playing (P)	To compose (C)
KS2b	Years 5 & 6	1. I can sing from memory with confidence and controlled breathing.	1. I can play from memory with confidence.	1. I can create songs with verses and a chorus.
		2. I can perform solos or as part of an ensemble.	2. I can play an instrument with skill.	2. I can create rhythmic patterns with an awareness of timbre and duration.
		3. I can hold a part within a round.	3. I can sustain a drone or melodic ostinato with an instrument.	3. I can use drones and melodic ostinato (based on the pentatonic scale).
		4. I can sustain a drone or melodic ostinato to accompany singing.	4. I can perform from a simple stave notation.	4. I can thoughtfully select elements for a piece in order to gain a defined effect.
	Challenge	5. I can sing a harmony part confidently and accurately.	5. I can name all the family groups and can say why an instrument belongs to it.	5. I can use digital technologies to compose, edit and refine pieces of music.
		6. I can sing with fluency, accuracy and with expression.	6. I can play with fluency, accuracy and expression.	6. I can compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
		7. I am beginning to recognise and use the inter-related dimensions of music with increasing sophistication. e.g different tonalities, scales and musical devices.	7. I can perform from a stave notation.	7. I can combine a variety of musical devices, including melody, rhythm and chords.
			8. I can convey the relationship between the lyrics and the melody.	

Music Learner Profile				
		To perform through singing (S)	To perform through playing (P)	To compose (C)
KS2b	Years 5 & 6	1. I can sing from memory with confidence and controlled breathing.	1. I can play from memory with confidence.	1. I can create songs with verses and a chorus.
		2. I can perform solos or as part of an ensemble.	2. I can play an instrument with skill.	2. I can create rhythmic patterns with an awareness of timbre and duration.
		3. I can hold a part within a round.	3. I can sustain a drone or melodic ostinato with an instrument.	3. I can use drones and melodic ostinato (based on the pentatonic scale).
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			8. I can convey the relationship between the lyrics and the melody.	

Music Learner Profile				
		To transcribe (T)	To describe music (D)	To take inspiration from the greats (classic and modern) (TI)
KS2b	Years 5 & 6	1. I can recognise the notes EGBDF and FACE on the musical stave.	1. I can choose from a wide range of musical vocabulary to accurately appraise and describe music.	1. I can describe how lyrics often reflect the cultural context of music and have social meaning.
		2. I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		2. I can identify different composers/musicians/artists within a genre.
	Challenge	3. I can use the standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play.		3. I can explain why a piece of music belongs to a genre.
		4. I can read and create notes on the musical stave.		
		5. I can identify the purpose of the treble and bass clef.		
		6. I can recognise the sharp and flat symbols.		
		7. I can use and understand simple time signatures.		

Music Learner Profile				
		To transcribe (T)	To describe music (D)	To take inspiration from the greats (classic and modern) (TI)
KS2b	Years 5 & 6	1. I can recognise the notes EGBDF and FACE on the musical stave.	1. I can choose from a wide range of musical vocabulary to accurately appraise and describe music.	1. I can describe how lyrics often reflect the cultural context of music and have social meaning.
		2. I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		2. I can identify different composers/musicians/artists within a genre.
	Challenge	3. I can use the standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play.		3. I can explain why a piece of music belongs to a genre.
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		5. I can identify the purpose of the treble and bass clef.		
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