**Science**

Working Scientifically

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can ask questions and know they can be answered in different ways. |  |  |  |
| I can look closely, using equipment. |  |  |  |
| I can do tests. |  |  |  |
| I can name and group. |  |  |  |
| I can use my observations and ideas to suggest answers to questions. |  |  |  |
| I can collect and record data to help answer questions. |  |  |  |

**Science**

Animals, including Humans

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can spot and name a variety of common animals. |  |  |  |
| I can spot and name a variety of common animals that are carnivorous, herbivores and omnivores. |  |  |  |
| I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). |  |  |  |
| I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. |  |  |  |

**Science**

Everyday Materials

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can tell the difference between an object and the material from which it is made. |  |  |  |
| I can name a variety of every day materials, including wood, plastic, glass, metal, water, and rock. |  |  |  |
| I can describe some every day materials. |  |  |  |
| I can make groups of materials based on what they are like. |  |  |  |

**Science**

Plants

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can name some common wild and garden plants including deciduous and evergreen trees. |  |  |  |
| I can name and describe the basic structure of a variety of common flowering plants, including trees. |  |  |  |

**Science**

Seasonal Changes

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| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can explain changes through Autumn, Winter, Spring and Summer. |  |  |  |
| I can describe the weather in Autumn, Winter, Spring and Summer and that the days get longer and shorter. |  |  |  |

**Art and Design**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can produce creative work, exploring my ideas in drawing, painting, sculpture and other art, craft and design techniques. |  |  |  |
| I can use a range of materials creatively to design and make products and I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination. |  |  |  |
| I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |  |  |  |
| I can talk about the work of a range of artists, craft makers and designers, and I can describe the differences and similarities and compare this to my own work. |  |  |  |

**Design and Technology**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can design useful, pleasing products for myself and other users based on a design brief. |  |  |  |
| I can generate, develop, model and explain my ideas through talking, drawing, templates, mock-ups and IT. |  |  |  |
| I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. |  |  |  |
| I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients. |  |  |  |
| I can explore and asses a range of existing products. |  |  |  |
| I can assess my ideas and products against a design brief. |  |  |  |
| I can build structures, exploring how they can be made stronger, stiffer and more stable. |  |  |  |
| I can explore and use mechanisms such as levers, sliders, wheels and axles in products. |  |  |  |

**Music**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. |  |  |  |
| I can play tuned and untuned instruments musically. |  |  |  |
| I can listen with concentration and understanding to a range of high-quality live and recorded music. |  |  |  |
| I can experiment with, create, select and combine sounds using the inter-related dimensions of music. |  |  |  |

**Computing**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can explain that an algorithm is a step by step set of instructions to make something happen on a digital device. |  |  |  |
| I can create and debug simple programs. |  |  |  |
| I can predict what will happen in a simple program by thinking logically. |  |  |  |
| I can use technology to create, organise, store, manipulate and retrieve digital content. |  |  |  |
| I can recognise common uses of information technology beyond school. |  |  |  |
| I can use technology safely, keeping personal information private; know where to go for help and support when I am worried about content or contact on the internet or other online technologies. |  |  |  |

**History**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can place known events in the order of when they happened. |  |  |  |
| I can sequence events and recount changes within living memory (chronological understanding). |  |  |  |
| I can use common words and phrases relating to the passing of time. |  |  |  |
| I can understand key features of events. |  |  |  |
| I can identify some similarities and differences between different ways of life in different periods. |  |  |  |
| I can relate my own account of an event and understand that others may give a different version. |  |  |  |
| I can find answers to some simple questions about the past from simple sources of information. |  |  |  |
| I can describe some simple similarities and differences between man-made objects. |  |  |  |
| I can sort historical objects from 'then' and 'now'. |  |  |  |
| I can ask and answer relevant basic questions about the past. |  |  |  |
| I can talk, draw or write about aspects of the past. |  |  |  |

**Geography**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can ask simple geographical questions. |  |  |  |
| I can use simple observational skills to study the geography of the school and its grounds. |  |  |  |
| I can use simple maps of the local area. |  |  |  |
| I can use words such as near and far, left and right to talk about where things are. |  |  |  |
| I can make simple maps and plans. |  |  |  |
| I can name, describe and compare places I know. |  |  |  |
| I can link home with other places in my area. |  |  |  |
| I can understand how some places are linked to other places e.g. road, trains. |  |  |  |
| I can show I know about changes that are happening in the local environment e.g. at school. |  |  |  |
| I can suggest ideas for improving the school environment. |  |  |  |

**Physical Education**

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| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can run, jump, throw and catch at a basic level and I am developing balance, agility and co-ordination. I can begin to apply these in a range of activities. |  |  |  |
| I can take part in team games and I'm beginning to understand how to attack and defend. |  |  |  |
| I can perform dances using simple movement patterns. |  |  |  |

**Numeracy**

Number and Place Value

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| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can count to and past 100, forwards and backwards starting from any number. |  |  |  |
| I can count, read and write numbers to 100 in numerals and count in jumps of 2, 5 and 10s. |  |  |  |
| I can identify one more and one less, given a starting number. |  |  |  |
| I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than, most, least. |  |  |  |
| I can read and write numbers from 1 to 20 in numbers and words. |  |  |  |

**Numeracy**

Addition and Subtraction

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can read, write and understand number statements using +, - and = |  |  |  |
| I can use number bonds and matching subtraction facts up to 20. |  |  |  |
| I can add and subtract one digit and two digit numbers to 20. |  |  |  |
| I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures. |  |  |  |

**Numeracy**

Multiplication and Division

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| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can answer multiplication and division questions using objects, pictures and other equipment. |  |  |  |

**Numeracy**

Fractions

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can find and name 1/4 (quarter) as one of four equal parts of an object, shape or amount. |  |  |  |
| I can find and name 1/2 (half) of an object, shape or amount. |  |  |  |

**Numeracy**

Measurement

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter. |  |  |  |
| I can solve problems for mass and weights by telling which objects are heavier or lighter. |  |  |  |
| I can solve problems for capacity and volume by telling if a container is empty, half full and if there is more in one container than another. |  |  |  |
| I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later. |  |  |  |
| I can measure weight or mass and write these measurements down. |  |  |  |
| I can measure capacity or volume and write these measurements down. |  |  |  |
| I can measure time in hours, seconds or minutes and write these measurements down. |  |  |  |
| I can tell how much different coins or notes are worth. |  |  |  |
| I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening. |  |  |  |
| I can talk about dates using the days of the week, weeks, months and years. |  |  |  |
| I can tell what the time is in hours and half past the hour. I can draw these on a clock face. |  |  |  |
| I can measure and begin to record length/ height. |  |  |  |

**Numeracy**

Properties of Shapes

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can recognise and name common 2D shapes such as rectangles, squares, circles and triangles. |  |  |  |
| I can recognise and name common 3D shapes such as cuboids, cubes, pyramids and spheres. |  |  |  |
| I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position. |  |  |  |

**Literacy**

Spoken Language

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can listen to and talk about a wide range of poems, stories and non-fiction. |  |  |  |
| I can join in a talk about the title and what happens in a book. |  |  |  |
| I can recite some poems and rhymes by heart. |  |  |  |
| I can join in a discussion about what is read to me, taking turns and listening to what others say. |  |  |  |
| I can explain clearly my understanding of what is read to me. |  |  |  |
| I can say out loud what I am going to write about. |  |  |  |
| I can speak a sentence before writing it. |  |  |  |
| I can discuss what I have written with the teacher or other children. |  |  |  |
| I can read aloud my writing clearly enough to be heard by the group and the teacher. |  |  |  |
| I can discuss and solve problems in familiar practical contexts. |  |  |  |

**Literacy**

Word Reading

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can use letter sounds to work out and read new words. |  |  |  |
| I can say quickly the sounds of all the letters and letter groups. |  |  |  |
| I can read new words correctly by blending the letters and letter group sounds I have been taught. |  |  |  |
| I can read some common exception words and see whether letter sounds are different. |  |  |  |
| I can read words made up of letter sounds I know and which have endings -s, -es, -in, -ed, and -est. |  |  |  |
| I can read words of more than one syllable using sounds that I have been taught. |  |  |  |
| I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. |  |  |  |
| I can read aloud books that use letters and letter groups I have been taught. |  |  |  |
| I can use the sounds I know to re-read books more fluently and with more confidence. |  |  |  |

**Literacy**

Comprehension

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can enjoy and understand a wide range of stories, poems and non-fiction texts that I can't read myself by hearing them read and talking about them with others. |  |  |  |
| I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. |  |  |  |
| I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features. |  |  |  |
| I can enjoy and understand rhymes and poems, and can recite some by heart. |  |  |  |
| I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. |  |  |  |
| I can usually spot if a word has been read wrongly by following the sense of the text. |  |  |  |
| I can talk about the title and events in books I have read or heard. |  |  |  |
| I can say how the characters might feel in a story I have read or heard on the basis of what is said and done. |  |  |  |
| I can say what might happen next in a story. |  |  |  |
| I can take part in a group talk about what we have listened to. I will take turns and listen to what others have to say. |  |  |  |
| I can explain clearly my understanding of texts which have been read to me. |  |  |  |

**Literacy**

Spelling

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can spell words containing each of the letter sounds I have been taught. |  |  |  |
| I can spell common exception words. |  |  |  |
| I can spell the days of the week. |  |  |  |
| I can name the letters of the alphabet in order. |  |  |  |
| I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same word. |  |  |  |
| I know the plural rule and can use -s and -es in the right place. |  |  |  |
| And I can add un- to the start of a word to make a different word. |  |  |  |
| I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest. |  |  |  |
| I can use simple spelling rules. |  |  |  |
| I can write the correct spellings in simple sentences I hear my teachers say. |  |  |  |

**Literacy**

Handwriting

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can write lower-case letters in the correct direction, starting and finishing in the right place. |  |  |  |
| I can write capital letters. |  |  |  |
| I can write numbers 0-9. |  |  |  |

**Literacy**

Composition

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emerging** | **Expected** | **Exceeding** |
| I can join my sentences together to make a story. |  |  |  |
| I can read my sentence and check that it makes sense. |  |  |  |

**Literacy**

Vocabulary, Grammar and Punctuation

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|  | **Emerging** | **Expected** | **Exceeding** |
| I can add s or es to words to make them plurals e.g. Dog, dogs; wish, wishes. |  |  |  |
| I can show you how un- added to the beginning of a word can change its meaning. |  |  |  |
| I can use joining words like 'and'. |  |  |  |
| I can use spaces between words. |  |  |  |
| I can use capital letters, full stops, question marks and exclamation marks at the end of sentences. |  |  |  |
| I can use capital letters for names, places, the days of the week and the word 'I'. |  |  |  |
| I can explain what these words mean: letters, capital letter, word, singular, plural, sentences, punctuation, full stop, question mark, exclamation mark. |  |  |  |