

Assessment of Foundation Subjects at Hiltingbury Junior School

Computing Learning Ladder			
Key Skills	Digital Literacy	Computer Science	eSafety and use of the Internet
Year 1	<p>Follow age-appropriate links provided by the teacher to research information</p> <p>Understand the appropriate and/or relevant vocabulary according to equipment available (eg. screen, keyboard, mouse, microphone, headphones, iPad)</p>		<p>Introduce the concepts: People you don't know are strangers</p> <p>Be nice to people</p> <p>Some information is personal</p> <p>Always tell a grown up if you see something that makes you feel uncomfortable</p>
Year 2	<p>Develop awareness of keyboard layout and use of a mouse</p> <p>Use navigation skills to access appropriate parts of a website</p> <p>Begin to use an appropriate search engine supported by an adult</p> <p>Begin to save and retrieve pictures and text</p>	<p>Understand the purpose of a range of different technology, eg. <i>easi-speak</i> microphones, talking tins, tablets, desktop computers, laptops, microphones, cameras etc</p>	<p>Reinforce awareness that: People you don't know are strangers and are not always who they say they are</p> <p>Be nice to people on the computer as you are on the playground</p> <p>Some information is personal and needs to be private</p> <p>Always tell a grown up if you see something that makes you feel uncomfortable</p>
Year 3	<p>Know that ICT enables access to a wider range of information & tools to help find specific information quickly</p> <p>Produce work using a computer, using more advanced features of programs and tools.</p> <p>Work collaboratively to create documents, including presentations.</p> <p>Use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher.</p> <p>Understand the basic structure of a database.</p> <p>Add data to a pre-made database.</p> <p>Use the data in a pre-made database to generate graphs and charts.</p> <p>Use technology to create graphs and charts.</p>	<p>Develop an understanding of technology works and how computers process instructions and commands.</p> <p>Create, edit and refine more complex sequences of instructions for a variety of programmable devices.</p> <p>Use a computer to create basic applications, investigating how different variables can be changed and the effect this has.</p> <p>Use a range of simulations to represent real life situations.</p> <p>Use simulations to make and test predictions.</p>	<p>Follow a simple search to find specific information from a web site</p> <p>Find and use appropriate information</p> <p>Identify how different web pages are organised e.g. graphics, hyperlinks, text</p> <p>Navigate a web page to locate specific information</p> <p>Understand a website has a unique address</p> <p>Understand that Cloud based tools can allow multiple people to contribute to shared documents and sites</p>

<p>Year 4</p>	<p>Collaborate to create a website, giving thought to its audience and including links, images, embedded media and documents.</p> <p>Understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently To continue to use technology, including spreadsheets to create graphs and present data in different ways.</p> <p>Design and create a basic database, including using basic data validation.</p> <p>Use a database to answer questions by constructing queries.</p>	<p>Understand that ICT allows for situations to be modelled which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.</p> <p>Use software to model 3D objects made up of cuboids.</p> <p>Develop further their understanding of how technology works and how computers process instructions and commands.</p> <p>Use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the response</p>	<p>Understand and use a small range of web 2.0 tools to work together and collaborate; forums, shared documents etc</p> <p>Understand how e-mails work and be able to send an e-mail, including choosing a suitable subject and entering addresses in the 'to', 'cc' and 'bcc' fields.</p> <p>understand & evaluate the dynamics of different search engines</p> <p>skim read and sift information to check its relevance and modify search strategies</p> <p>understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language</p> <p>recognise that anyone can author on the Internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found</p>
<p>Year 5</p>	<p>Create websites for a specific purpose and improve these sites.</p> <p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools.</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>continue to use, search, enter data into and create their own databases</p> <p>continue to use technology, including spreadsheets to create graphs and present data in different ways.</p>	<p>Develop understanding of how technology works; how computers process instructions and commands, including the use of coding languages.</p> <p>Explore ways in which software can be planned.</p> <p>Use assisted programing software to create basic software which interacts with external controllers and elements on screen, creating algorithms and using logic and calculations.</p> <p>Investigate the effect of changing variables in simulations.</p> <p>Know that simulations are often guided by hidden rules</p> <p>use software to model 3D objects.</p>	<p>Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data</p> <p>Save and use pictures, text and sound and be able to import into a document for presentation (ref. multimedia presentation)</p> <p>Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate</p> <p>Understand issues of copyright and how they apply to their own work</p> <p>Share and exchange their ideas using e-mail and electronic communication- inside the school environment.</p> <p>Collaborate with other children outside of school</p>

<p>Year 6</p>	<p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools. (eg using non-linear presentation tools such as Prezi)</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Understand the importance of evaluation and adaptation of individual features to enhance the overall product. To continue to use, search, enter data into and create their own databases.</p> <p>Use spreadsheets to create graphs and present data in different ways.</p> <p>Design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use simple formatting in a spreadsheet.</p>	<p>Develop their understanding of how technology works and how computers process instructions and commands, including the use of coding languages.</p> <p>Use more complex programming software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations.</p> <p>Control an on screen icon using text based programming, including writing complex written algorithms which involve sensors.</p> <p>Deconstruct and Investigate the effect of changing variables in simulations.</p> <p>Know that simulations are often guided by hidden rules</p> <p>Use software to model 3D objects, working to a scale.</p> <p>Use tools to design and create a web based application for smart phones/tablets, giving consideration to the market/audience for their application. (Non-stat option)</p>	<p>Create websites for a specific purpose and improve these sites.</p> <p>Continue to collaborate on a project using a range of web 2.0 tools to support their work- including, but not limited to , google docs / sites / wikis - both with children in their class, other classes and children from other schools.</p> <p>Be able to respond to e-mails (e-safety)</p> <p>Talk about the different forms of electronic communication and web 2.0 tools, discuss appropriateness of using different tools in different contexts and the advantages and disadvantages</p> <p>Use a range of sources to check reliability and validity; recognise different viewpoints and the impact of incorrect data</p> <p>Understand plagiarism and the importance of acknowledging sources</p>
<p>Year 7</p>	<p>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p> <p>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>	<p>Design computational abstractions that model real-world problems and physical systems</p> <p>Understand several key algorithms that reflect computational thinking</p> <p>Use two or more programming languages, at least one of which is textual</p> <p>make appropriate use of data structures</p> <p>develop modular programs that use procedures or functions</p> <p>Understand simple Boolean logic [for example, AND, OR and NOT]</p> <p>Understand the hardware and software</p>	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns</p>

		<p>components that make up computer systems</p> <p>Understand how instructions are stored and executed within a computer system;</p> <p>understand how data can be represented and manipulated digitally, in the form of binary digits</p>	
<p>Sources used: Adaptations and cited from a variety of internet sources including, The National Curriculum statements , Phil Bagge, Hiltingbury Infants, Thornden schools</p>			

Subjects so far

Geography Learning Ladder				
Key Skills	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills & fieldwork
Year 1	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries and capital cities of the United Kingdom.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps.</p> <p>Use simple locational and directional language (near and far; left and right)</p> <p>Use simple fieldwork and observational skills to study the geography of their school</p>
Year 2	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries, counties.</p> <p>Use simple compass directions.</p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map;</p> <p>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.</p>
Year 3	<p>Know about the local area. Describe simply where places are beyond the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area and other places.</p> <p>Begin to compare these features to another place beyond the local area.</p> <p>Begin to understand how people effect the environment.</p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</p> <p>Begin to use Geographical words.</p>
Year 4	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Be aware that different places may have both similar and different characteristics.</p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Recognise how people try to improve and keep environments.</p>	<p>Use skills and evidence to answer a range of geographical questions.</p> <p>Begin to investigate answers and use the correct vocabulary to share findings.</p>

Year 5	Know more about the features of a variety of places around the world from local to global.	Understand more about the links between different places and that some places depend on each other.	<p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of people living there.</p> <p>Understand how people can both improve and damage the environment.</p>	<p>Draw on knowledge and understanding to suggest suitable geographical enquiry questions.</p> <p>Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</p> <p>Communicate findings using the appropriate vocabulary.</p>
Year 6	Know more about the features of a variety of places around the world from local to global and in different parts of the world.	Understand about the links and relationships between different places and that make places dependent on each other.	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p>	<p>Explain own views</p> <p>Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.</p> <p>Present findings both graphically and in writing to reach a conclusion and evaluate the information</p>
Year 7	Make links between the geography of the UK and wider world.	Use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales	<p>Describe and explain interactions within and between physical and human processes</p> <p>Show how these interactions create diversity and interdependence and help change places</p> <p>Identify and analyse geographical patterns at a range of scales</p>	<p>Ask relevant geographical questions</p> <p>Suggest an appropriate sequence of investigation</p> <p>Select information and sources of evidence and identified potential bias</p> <p>Present findings clearly and based conclusions on evidence</p>

Sources used: NC levels, TES resources, Pearson Schools Suffolk County Council New national Curriculum comparison map, TES resource contributed by janegeography

History Learning Ladder				
Key Skills	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information
Year 1	<p>Pupils can sequence simple pictures within their own experiences.</p> <p>Pupils can begin to use appropriately terminology such as past, then and now.</p>	<p>Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.</p>	<p>Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.</p>	<p>Pupils can write simple sentences to describe an event or period of time.</p> <p>Pupils can obtain ideas about the past from pictures,</p>
Year 2	<p>Pupils can identify similarities and differences between their lives and events studied.</p> <p>Recognise that dates are used to identify when events happened in the past.</p>	<p>Pupils can draw simple conclusions and deduce information on the past from pictures and information.</p> <p>Pupils are beginning to give simple reasons why changes occurred in the past.</p>	<p>Pupils can give more than one effect of an event and give simple explanations.</p>	<p>Pupils can describe an event using temporal markers to show structure.</p> <p>Pupils can connect ideas and give simple phrases as to why an event occurred.</p> <p>Pupils begin to understand that information on the past may differ.</p>
Year 3	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p>	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p>	<p>Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect.</p>	<p>Pupils can identify some of the different ways in which the past is represented.</p>
Year 4	<p>Pupils can describe and compare different periods from the past.</p> <p>Pupils have some awareness of how people's lives have shaped this nation.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>Can make connections between local, regional, national and international history</p>	<p>Pupils can understand more complex, abstract concepts.</p>	<p>Pupils can understand that aspects of the past have been represented and interpreted in different ways.</p>
Year 5	<p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p>	<p>Pupils can understand why some civilisations have been successful and why others have not.</p>	<p>Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.</p>	<p>Pupils can evaluate sources and identify those that are useful to the task.</p> <p>Pupils are beginning to make use of dates and terms to structure their work.</p>
Year 6	<p>Pupils make appropriate use of dates and specialist terms.</p>	<p>Depth of factual knowledge and understanding of Britain and the wider world.</p> <p>Can identify features and make links between past societies and periods.</p>	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses</p>	<p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

<p>Year 7</p>	<p>Pupils can build on their knowledge of chronology to make connections and draw contrasts on the past.</p>	<p>Pupils are being to understand and use historical concepts to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.</p> <p>Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them.</p>	<p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p>	<p>Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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Sources used: *Key Stage History website, New Curriculum Guidance 2014, Hampshire history guidance*

Subjects so far

Modern Languages Learning Ladder				
Key Skills	Reading	Writing	Speaking	Listening
Year 1	Recognise and understand some familiar words and phrases in written form		Imitate pronunciation	Listen to familiar spoken words and phrases
Year 2	Read aloud in chorus, with confidence and enjoyment, from a known text		Respond to familiar spoken words and phrases	Understand conventions such as taking turns to speak, valuing the contribution of others
Year 3	<p>Make links between some phoneme, rhymes and spellings and read aloud familiar words</p> <p>Notice the spelling of familiar words</p> <p>Recognise how sounds are represented in written form</p> <p>Identify specific sounds, phonemes and words</p>	<p>Write some familiar simple words accurately using a model (copy)</p> <p>Write some familiar simple words from memory</p>	<p>Communicate with others using simple words and phrases</p> <p>Use the correct pronunciation in spoken work</p> <p>Recognise question forms and negatives</p>	<p>Link sounds to meanings</p> <p>Recognise question forms and negatives</p> <p>Identify specific sounds, phonemes and words</p>
Year 4	<p>Read and understand familiar words and short written phrases</p> <p>Follow a short text while listening and reading, saying some of the text</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Apply phonic knowledge to decode text</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p> <p>Recognise negative statements</p> <p>Recognise categories of words (e.g. colours) and word classes</p>	<p>Write some familiar words and phrases (noun & gender and adjectives) without help (from memory)</p> <p>Copying simple structures</p> <p>Use question forms</p> <p>Use phonic knowledge to support accurate pronunciation and to write simple words and phrases</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p>	<p>Use question forms</p> <p>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases</p>	<p>Listen to and identify words and short phrases</p> <p>Communicate by answering a wider range of questions</p> <p>Sort words according to sounds</p> <p>Recognise negative statements</p> <p>Recognise categories of words (e.g. colours) and word classes</p>

<p>Year 5</p>	<p>Read and understand some of the main points from a short text</p> <p>Recognise typical conventions of word order and compare with English</p> <p>Understand and use negative statements</p>	<p>Understand how a simple sentence is written</p> <p>Write words, phrases and a few sentences using a model</p> <p>Remembering simple structures and applying in new contexts</p> <p>Joining simple sentences using et/mais</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Communicate by asking a wider range of questions</p> <p>Express simple opinions</p> <p>Make a short presentation using a model</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Use repair strategies to keep a conversation going</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p>	<p>Pick out some of the main points from short spoken passages</p> <p>Join in a short conversation</p> <p>Understand simple opinions</p> <p>Recognise typical conventions of word order and compare with English</p> <p>Understand and use negative statements</p>
<p>Year 6</p>	<p>Read aloud with confidence, enjoyment and expression, in chorus or individually</p> <p>Read and understand the main points and some detail from a short written passage</p> <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <p>Match sound to sentences and paragraphs</p> <p>Notice and manipulate agreements</p> <p>Apply knowledge of word order and sentence construction to support understanding of written text</p>	<p>Write several sentences from memory</p> <p>Develop a short text using a model</p> <p>Know how to use a bilingual dictionary to check their spelling and the gender</p> <p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p> <p>Apply knowledge of words and text conventions to build meaningful sentences and short texts</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Join in a short conversation</p> <p>Give a clear presentation in a clear audible voice</p> <p>Recognise the importance and significance of intonation</p> <p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p>	<p>Listen to and understand the main points and some detail from a short spoken passage</p> <p>Notice and manipulate agreements</p>

<p>Year 7</p>	<p>Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts.</p> <p>When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p> <p>They are generally confident in reading aloud, and in using reference materials.</p>	<p>Pupils write short texts on familiar topics, adapting language that they have already learnt. *They draw largely on memorised language.</p> <p>They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases.</p> <p>They begin to use dictionaries or glossaries to check words they have learnt and to look up unknown words.</p> <p>Although there may be some mistakes, the meaning can be understood with little or no difficulty.</p>	<p>Pupils take part in simple conversations, supported by visual or other cues, and express their opinions.</p> <p>They begin to use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Their pronunciation is generally accurate and they show some consistency in their intonation.</p> <p>They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.</p>	<p>Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language, from various contexts, in simple sentences.</p> <p>They may need some items to be repeated.</p>
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Sources used: *The Key Stage 2 Framework for Languages (2005) was used to inform the content of this document.*

Subjects

Music Learning Ladder				
Key Skills	Performing	Improvising and Composing	Listening and Understanding	Dimensions
Year 1	<p>Vocal Sing songs, rounds and chants building rhythmic and melodic memory.</p> <p>Instrumental Begin to use correct technique for a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p>	<p>Choose, create and order sounds for different purposes.</p> <p>Choose, create and remember higher and lower sound patterns and simple rhythmic patterns.</p> <p>Invent symbols to represent sounds.</p>	<p>Respond to changes in character through movement, words or pictures.</p> <p>Talk about music heard with appropriate vocabulary, giving opinions.</p>	<p>Pitch: recognise and respond to high and low sounds.</p> <p>Duration: recognise and respond to steady beats and patterns of long and short sounds.</p> <p>Dynamics: Understand loud, quiet and silence.</p> <p>Tempo: Understand fast and slow.</p> <p>Timbre: Identify families of school percussion instruments and their properties by sound.</p> <p>Texture: Recognise and respond to one sound and to many sounds.</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</p>
Year 2	<p>Vocal Sing songs, rounds and chants and use simple vocal patterns as accompaniments.</p> <p>Instrumental Use correct technique for a range of percussion instruments.</p> <p>Choose and play patterns with increasing confidence.</p>	<p>Choose, create and order sounds to show simple contrasts.</p> <p>Choose, create and remember higher and lower sound patterns and rhythmic patterns.</p> <p>Invent symbols to represent sounds.</p>	<p>Respond to changes in mood through movement, words or pictures.</p> <p>Give opinions, justifying musical ideas with appropriate vocabulary.</p>	<p>Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes.</p> <p>Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat.</p> <p>Dynamics: Understand getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower.</p> <p>Timbre: Identify the way sounds are made.</p> <p>Texture: Recognise and respond to different layers in music.</p> <p>Structure: Understand and identify repetition and contrast.</p>

<p>Year 3</p>	<p>Vocal Sing rounds and partner songs, maintaining own part.</p> <p>Instrumental Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.</p> <p>Copy and match simple patterns in 2, 3, and 4 metre.</p> <p>Keep to a steady beat.</p> <p>Maintain an independent part within a group.</p>	<p>Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</p> <p>Within a group, create and play layered music with an awareness of how the layers fit together.</p> <p>Represent sounds with symbols.</p> <p><i>Staff notation:</i> begin to recognise and use different rhythms and that positioning represents pitch.</p>	<p>Develop an awareness of the music's context and purpose.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder).</p> <p>Identify instruments heard and how they are played.</p>	<p>Pitch: identify steps, leaps and repeated notes in melodies. Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: Understand getting louder and quieter in finer graduations. Tempo: Understand getting faster and slower in finer graduations. Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played. Texture: Recognise different combinations of layers in music. Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>
<p>Year 4</p>	<p>Vocal Sing rounds and partner songs, maintaining own part.</p> <p>Instrumental Maintain rhythmic and melodic ostinati in 2, 3, and 4 metre.</p> <p>Maintain an independent part within a group, using controlled playing techniques.</p>	<p>Improvise and compose within known structures featuring musical changes.</p> <p>Improvise and compose with an awareness of context and purpose.</p> <p><i>Staff notation:</i> recognise and use simple rhythms and a limited number of pitches.</p>	<p>Listen to music with layered parts, noticing how the layers fit together.</p> <p>Develop an awareness of the music's context, purpose and the composer's intent.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).</p> <p>Give opinions, using appropriate musical vocabulary to justify these.</p>	<p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor). Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: Identify getting louder and quieter. Tempo: Understand getting faster and slower in finer graduations. Timbre: Identify a wide range of non-percussion instruments by name and the way they are played. Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati). Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>

<p>Year 5</p>	<p>Vocal Sing simple part songs with control and an awareness of phrasing.</p> <p>Instrumental Play simple parts with accuracy.</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques.</p>	<p>Improvise and compose including the use of simple chord structures.</p> <p>Improvise, compose and refine with an awareness of context and purpose.</p> <p>Represent sounds with detailed symbols.</p> <p><i>Staff notation:</i> recognise and use simple rhythms, rests and a limited number of pitches.</p>	<p>Listen to music with a variety of textures, noticing different types of harmony.</p> <p>Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used).</p> <p>Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</p>
<p>Year 6</p>	<p>Vocal Confidently sing part songs with control, expression and an awareness of phrasing.</p> <p>Instrumental Play simple parts with accuracy and awareness of pitch, metre and balance.</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.</p>	<p>Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.</p> <p>Within a group, create and play with an awareness of balance.</p> <p>Represent sounds with detailed symbols.</p> <p><i>Staff notation:</i> recognise and use simple rhythms, rests and an increased number of pitches.</p>	<p>Listen to music with a range of different metres.</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).</p> <p>Give opinions, using appropriate and extended vocabulary to justify these.</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and</p>

				variations, drone/ostinato, leitmotifs, 12 bar blues).
Year 7	<p>Vocal Confidently sing solo and part songs (3 or more parts) with control, expression and an awareness of phrasing.</p> <p>Instrumental Play solo and ensemble parts with accuracy, fluency and expression.</p> <p>Play within different ensemble types and in the style of a range of different genres.</p>	<p>Improvise and compose within a range of structures.</p> <p>Extend and develop musical ideas within a given style.</p> <p>Use staff and other notations accurately when recording ideas.</p>	<p>Listen with discrimination to a wide range of different music, with an awareness of historical context, purpose and the composer's intent.</p> <p>Identify and comment on the inter-related dimensions within music heard, using extended musical vocabulary.</p>	<p>Pitch: identify and perform a range of different scale patterns.</p> <p>Duration: identify more complex rhythms and metres in music heard and performed.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments, different ensemble combinations and the musical traditions with which they are associated.</p> <p>Texture: Begin to understand types of texture (e.g. unison, call and response, polyphony), and how they can be used for effect.</p> <p>Structure: Understand a wide range of musical structures and which periods of musical history they typically feature in.</p>
Sources used: Hampshire Music Service's 'Pathway to Musical Independence'				

PDL Learning Ladder			
Key Skills	Health and well-being	Living in the wider world	Relationships
Year 1	<p>Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities</p> <p>Share their likes and dislikes. With support they can set themselves simple, short term goals.</p> <p>List and describe some things that keep them healthy, and with support make simple choices about aspects of their health.</p> <p>Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old.</p> <p>Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations.</p>	<p>With support, recognise simple choices they can make, and usually recognise the difference between right and wrong.</p> <p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>With support, understand some aspects of what improves and why harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>To explain simple ideas of different communities, such as family and school. With adult direction and support, begin to contribute to the life of the class and school.</p> <p>Explain in simple terms where money comes from and some different ways in which it can be used.</p>	<p>Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.</p> <p>With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p> <p>Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another.</p> <p>Take turns to speak with one other person or in a small group, and answer simple questions relation to topical issues.</p>
Year 2	<p>Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Make choices about wider aspects of their health and well-being, and know what keeps them healthy.</p> <p>Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p> <p>Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p>	<p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the rules in the context of their and others' behaviour.</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Understand and describe more confidently difference groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Realise and be able to describe that money comes from different sources and that it can be used for different purposes.</p>	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims.</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p>

<p>Year 3</p>	<p>Recognise their own worth, but with support need help in demonstrating and expressing it. They are also beginning to identify ways to face new challenges</p> <p>They are beginning to understand some of the bodily and emotional changes in their life, and with support, how to begin to deal with these.</p> <p>Begin to express simple ideas, with support, about how to develop healthy lifestyles.</p> <p>Beginning to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>With support, they can list some commonly available substances and drugs that are legal and illegal. They are beginning to be able to describe some of their effects and risks.</p>	<p>Name jobs, begin to understand that they will need to develop skills to work in the future, and, with support demonstrate how to look after and save money.</p> <p>With support begin to, research, discuss and debate topical issues, problems and events.</p> <p>To begin to understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>To begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe, with support, some of the different beliefs and values in society.</p> <p>To begin to understand that resources can be allocated in different ways and that these economic choices affect individuals.</p> <p>Begin to explore, with support, how the media present information.</p>	<p>To begin to express their view, and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Begin to identify, with support, some factors that affect how people think and feel.</p> <p>To begin to identify different types of relationships and how to maintain good relationships.</p> <p>Begin to understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Begin to recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of aggressive behaviours such as bullying on individuals.</p> <p>With support, begin to demonstrate respect and tolerance towards others.</p>
<p>Year 4</p>	<p>Recognise their own worth and begin to be able to identify and express the worth of others. They also can identify ways to face new challenges.</p> <p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way.</p> <p>Express simple ideas about how to develop healthy lifestyles.</p> <p>Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well being.</p> <p>With support, they can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks</p>	<p>Name a range of jobs, understand that they will need to develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>With support, research, discuss and debate topical issues, problems and events.</p> <p>Understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the UK and describe, some of the different beliefs and values in society.</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the</p>	<p>Express their views, and listen to those of others.</p> <p>Identify, with support, some factors that affect how people think and feel.</p> <p>Identify different types of relationships, and with support, show ways to maintain good relationships.</p> <p>Understand the nature and consequences of bullying, and ways of responding to it.</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and with</p>

	in different familiar situations.	sustainability of the environment. Explore, with support, how the media present information.	support, resolve difference by looking at alternatives, making decisions and explaining choices.
Year 5	<p>Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges.</p> <p>Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way.</p> <p>Make choices about healthy lifestyles.</p> <p>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>List commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>	<p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Research, discuss and debate topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore how the media present information.</p>	<p>Express their view confidently, and listen to and show respect for the views of others.</p> <p>Identify some factors that affect emotional health and well being.</p> <p>Identify different types of relationships and show ways to maintain good relationships.</p> <p>Describe the nature and consequences of bullying, and express ways of responding to it.</p> <p>Respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.</p>
Year 6	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.</p> <p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way.</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well</p>	<p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p>	<p>Express their views confidently, and show how their views can develop in the light of listening to others.</p> <p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them.</p> <p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships.</p> <p>Recognise and describe the natures and consequences of bullying, express ways of responding to it, and support others to do so.</p>

	<p>being.</p> <p>List a range of substances and drugs that are legal and illegal , including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>	<p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore and comment on how the media present information.</p>	<p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explain choices.</p>
Year 7			
Sources used: new PSHE education programme of study key stage 1 - 4. It was written by PSHE association in 2013			

Subjects so far

Science Learning Ladder			
Key Skills	Using Investigative Approaches - Method and Fair Testing	Communicating and Collaborating in Science -Results	Working Critically with Evidence and Thinking Scientifically - Conclusions and Explanations
Year 1	<p>Responding to others' ideas about how to test. Ask simple questions and recognise that they can be answered in different ways.</p> <p>Respond to simple suggestions about how to test an idea.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify things.</p>	<p>Awareness of recording. Show an awareness of the need to record observations in Science.</p> <p>Gather and record data/observations (fully scaffolded).</p>	<p>Describing what they see. Develop a vocabulary to talk about what they are doing.</p>
Year 2	<p>Having ideas about how to test. Gather and record their own data to help in answering questions.</p> <p>Recognise the need to compare when testing things.</p>	<p>Beginning to record. Begin to understand the importance of organising results, for example, into a table, to aid analysis.</p> <p>Record data/observations (still scaffolded).</p>	<p>Comparing two or more things they have tested/observed. Use their observations and ideas to suggest answers to questions.</p> <p>Make comparisons between the things they are testing.</p>
Year 3	<p>Fair testing with support. Ask relevant questions and use different kinds of scientific enquiries to answer them (with support).</p> <p>Set up simple practical enquiries and fair tests (with support).</p> <p>Understand that fair tests seek to find the reasons to why things happen – the causes of effects.</p>	<p>Organises results with support. *Understand the importance of organising results as or after they are gathered (some still supported).</p>	<p>Attempting to explain what they see. Recognise that effects have causes.</p> <p>Use their own ideas to make predictions before testing.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Describe relationships they have found (e.g. the ball bounces higher when I drop it from a greater height).</p>
Year 4	<p>Fair testing with support. Understand that if we want to know if one thing affects another, then THAT is the only thing we must change, or we won't know what caused that effect.</p> <p>Set up a fair test with limited support.</p> <p>Make careful, systematic observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, e.g. thermometers.</p>	<p>Begins to organise results and present them in different ways. Gather, record, classify and present data in a variety of ways to help in answering questions (e.g. bar charts, tables, labelled diagrams and keys).</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results/conclusions.</p>	<p>With support, they are beginning to use key scientific ideas to explain what they see. Record and explain findings using simple but accurate scientific language.</p>

<p>Year 5</p>	<p>Fair testing independently. Independently carry out an investigation, where appropriate dependent/independent variables are effectively managed.</p> <p>Know which variables to control in each investigation.</p> <p>Take measurements with an appropriate level of precision.</p>	<p>Organises results independently, and can present them in a range of different ways. Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables and bar graphs.</p>	<p>Can explain what they see using key scientific ideas, with some support where needed. Can use key scientific ideas and concepts to offer explanations for what they have found out, to make predictions and to hypothesise about why something might be the way it is (all with support where needed).</p>
<p>Year 6</p>	<p>Fair testing, incorporating an understanding for the need of reliable evidence. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Know when it's appropriate to take repeat readings.</p> <p>Check if findings are reasonable by comparing with the findings of other groups.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>	<p>Records/presents in a variety of more complex ways, considering degree of trust. Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, <i>scatter graphs</i>, bar and <i>line graphs</i>.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms (e.g. displays, or other presentations).</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Independently explains what they see using key scientific ideas. Can independently use key scientific ideas and concepts to offer explanations for what they have found out, to make predictions, and to hypothesise about why something may be the way it is.</p>
<p>Year 7</p>	<p>Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.</p> <p>Evaluate risks.</p> <p>Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.</p> <p>Make predictions using scientific knowledge and understanding.</p> <p>Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.</p>	<p>Present observations and data by confidently using a range of appropriate methods, including tables and graphs.</p>	<p>Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.</p> <p>Present reasoned explanations, including explaining data in relation to predictions and hypotheses.</p> <p>Evaluate data, showing awareness of potential sources of random and systematic error.</p> <p>Identify further questions arising from their results.</p>

Sources used: a variety of sources on the internet, most notably the HIAS Science Team's Assessment Guidelines and the National curriculum 2014.

RE Learning Ladder					
Key Skills	Enquire	Contextualise	Evaluate	Communicate	Apply
Year 1					
Year 2	identify and talk about the concept	recognise where the concept is practiced	evaluate the concept by talking about the importance to believers	talk about their own response to the concept	identify how their own response relates to their own lives
Year 3	describe in simple terms key concepts studied that are common to all human experience	describe simply ways in which these concepts are expressed in the context of the practices of the religion studied	evaluate the concepts by describing in simple terms their value to believers	describe in simple terms their responses to the concept	identify simple examples of how their responses relate to their own lives and those of others
Year 4	describe key concepts that are common to many religions	describe how these concepts are contextualised within some of the beliefs and practices of the religion studied	evaluate the concepts by describing their value to believers	describe their own responses to the concept	describe examples of how their responses are, or can be, applied in their own lives and the lives of others
Year 5	explain key concepts that are common to many religions and that are used in the study of religions	explain how these concepts are contextualised within the beliefs and practices of the religions studied	evaluate the concepts by explaining their value to believers, with examples	explain their own response to the concept	explain how their responses to the concepts can be applied in their own lives and the lives of others
Year 6	explain key concepts that are common to many religions and that are used in the study of religions, with examples	explain how these concepts are contextualised within the beliefs and practices of the religions studied with detailed examples	evaluate the concepts by explaining their value to believers and by identifying and describing an issue raised	explain their own response to the concept, with examples	explain how their responses to the concepts can be applied in their own lives and the lives of others, with examples
Year 7	begin to explain some connections between different concepts	accurately contextualise the concepts within key beliefs and practices of different branches of the religion in which they are expressed, and explain connections between different concepts.	evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise.	explain their own responses to religious concepts with a justification for their response.	give well-chosen examples of how their responses would affect their own lives, those of others, and wider society.
Sources used: Living Difference Revised 2011 The Agreed Syllabus for Hampshire, Portsmouth and Southampton					