

Key Assessment Criteria: *Being a speaker*

A year 4 speaker	A year 5 speaker	A year 6 speaker
<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly). • I show that I know that language choices vary in different contexts. • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I can justify an answer by giving evidence. • I use Standard English when it is required. • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • I can engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I can develop my ideas and opinions, providing relevant detail. • I can express my point of view. • I show that I understand the main points, including implied meanings in a discussion. • I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. • I use Standard English in formal situations. • I am beginning to use hypothetical language to consider more than one possible outcome or solution. • I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. • I begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> • I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I ask questions to develop ideas and take account of others' views. • I explain ideas and opinions giving reasons and evidence. • I take an active part in discussions and can take on different roles. • I listen to, and consider the opinions of, others in discussions. • I make contributions to discussions, evaluating others' ideas and respond to them. • I can sustain and argue a point of view in a debate, using the formal language of persuasion. • I can express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that is matched to the context. • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Key Assessment Criteria: *Being a reader*

A year 5 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a writer*

A year 5 writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

Key Assessment Criteria: Being a mathematician (full version)

A year 5 mathematician

Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions, decimals and percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements >1 as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.

Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

Geometry – properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
- I can identify other multiples of 90° .
- I can draw given angles and measure them in degrees.

Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 5 mathematician	
<p>Number</p> <ul style="list-style-type: none"> I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents. I recognise mixed numbers and improper fractions and can convert from one to the other. I can read and write decimal numbers as fractions. I recognise the % symbol and understand percent relates to a number of parts per hundred. I can write percentages as a fraction with denominator hundred and as a decimal fraction. I can compare and add fractions whose denominators are all multiples of the same number. I can multiply and divide numbers mentally drawing on known facts up to 12×12. I can round decimals with 2dp to the nearest whole number and to 1dp. I recognise and use square numbers and cube numbers; and can use the notation 2 and 3. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number. I can divide numbers up to 4-digits by a 1-digit number. I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors. I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. I can solve problems involving numbers up to 3dp. 	<p>Measurement, geometry and statistics</p> <ul style="list-style-type: none"> I know that angles are measured in degrees. I can estimate and compare acute, obtuse and reflex angles. I can draw given angles and measure them in degrees. I can convert between different units of metric measures and estimate volume and capacity. I can measure and calculate the perimeter of composite rectilinear shapes in cm and m. I can calculate and compare the areas of squares and rectangles including using standards units (cm^2 and m^2). I can solve comparison, sum and difference problems using information presented in a line graph.

Key Assessment Criteria: *Being a scientist*

A year 5 scientist			
<p>Working scientifically (Y5 and Y6)</p> <ul style="list-style-type: none"> I can plan different types of scientific enquiry. I can control variables in an enquiry. I can measure accurate and precisely using a range of equipment. I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test. I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Read, spell and pronounce scientific vocabulary accurately. 	<p>Biology</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. I can describe the differences between different life cycles. I can describe the process of reproduction in plants. I can describe the process of reproduction in animals. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> I can create a timeline to indicate stages of growth in humans. 	<p>Chemistry</p> <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). I can describe how a material dissolves to form a solution; explaining the process of dissolving. I can describe and show how to recover a substance from a solution. I can describe how some materials can be separated. I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). I know and can demonstrate that some changes are reversible and some are not. I can explain how some changes result in the formation of a new material and that this is usually irreversible. I can discuss reversible and irreversible changes. I can give evidenced reasons why materials should be used for specific purposes. 	<p>Physics</p> <p><u>Earth and space</u></p> <ul style="list-style-type: none"> I can describe and explain the movement of the Earth and other planets relative to the Sun. I can describe and explain the movement of the Moon relative to the Earth. I can explain and demonstrate how night and day are created. I can describe the Sun, Earth and Moon (using the term spherical). <p><u>Forces</u></p> <ul style="list-style-type: none"> I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can identify and explain the effect of water resistance. I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Key Assessment Criteria: *Being an historian*

A year 4 historian	A year 5 historian	A year 6 historian
<ul style="list-style-type: none"> • I can plot events on a timeline using centuries. • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research two versions of an event and explain how they differ. • I can research what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods; explaining things which changed and things which stayed the same. • I can explain how Parliament affects decision making in England. • I can explain how our locality has changed over time. • I can test out a hypothesis in order to answer questions. • I can describe how crime and punishment has changed over a period of time. 	<ul style="list-style-type: none"> • I can place features of historical events and people from the past societies and periods in a chronological framework. • I can summarise the main events from a period of history, explaining the order of events and what happened. • I can summarise how Britain has had a major influence on the world. • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I can identify and explain differences, similarities and changes between different periods of history. • I can identify and explain propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

Key Assessment Criteria: *Being a geographer*

A year 4 geographer	A year 5 geographer	A year 6 geographer
<ul style="list-style-type: none"> • I can carry out research to discover features of villages, towns or cities. • I can plan a journey to a place in England. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • I can explain why people may be attracted to live in cities. • I can explain why people may choose to live in one place rather than another. • I can locate the Tropic of Cancer and Tropic of Capricorn. • I can explain the difference between the British Isles, Great Britain and the United Kingdom. • I know the countries that make up the European Union. • I can find at least six cities in the UK on a map. • I can name and locate some of the main islands that surround the United Kingdom. • I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. 	<ul style="list-style-type: none"> • I can plan a journey to a place in another part of the world, taking account of distance and time. • I can explain why many cities are situated on or close to rivers. • I can explain why people are attracted to live by rivers. • I can explain the course of a river. • I can name and locate many of the world's most famous rivers in an atlas. • I can name and locate many of the world's most famous mountainous regions in an atlas. • I can explain how a location fits into its wider geographical location with reference to human and economical features. 	<ul style="list-style-type: none"> • I can use Ordnance Survey symbols and 6 figure grid references. • I can answer questions by using a map. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. • I can describe how some places are similar and dissimilar in relation to their human and physical features. • I can name the largest desert in the world and locate desert regions in an atlas. • I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. • I can explain how time zones work and calculate time differences around the world.

Key Assessment Criteria: *Being an artist*

A year 4 artist	A year 5 artist	A year 6 artist
<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can print onto different materials using at least four colours. • I can sculpt clay and other mouldable materials. • I can integrate my digital images into my art. • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> • I can identify and draw objects and use marks and lines to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feeling. • I can express emotion in my art. • I can create an accurate print design following criteria. • I can use images which I have created, scanned and found; altering them where necessary to create art. • I can research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create my art. • I can explain the style of my work and how it has been influenced by a famous artist. • I can over print to create different patterns. • I can use feedback to make amendments and improvement to my art. • I can use a range of e-resources to create art.

Key Assessment Criteria: *Being a designer*

A year 4 designer	A year 5 designer	A year 6 designer
<ul style="list-style-type: none"> • I can use ideas from other people when I am designing. • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can explain how I have improved my original design. • I can present a product in an interesting way. • I can measure accurately. • I can persevere and adapt my work when my original ideas do not work. • I know how to be both hygienic and safe when using food. 	<ul style="list-style-type: none"> • I can come up with a range of ideas after collecting information from different sources. • I can produce a detailed, step-by-step plan. • I can suggest alternative plans; outlining the positive features and draw backs. • I can explain how a product will appeal to a specific audience. • I can evaluate appearance and function against original criteria. • I can use a range of tools and equipment competently. • I can make a prototype before make a final version. • I show that I can be both hygienic and safe in the kitchen. 	<ul style="list-style-type: none"> • I can use market research to inform my plans and ideas. • I can follow and refine my plans. • I can justify my plans in a convincing way. • I can show that I consider culture and society in my plans and designs. • I show that I can test and evaluate my products. • I can explain how products should be stored and give reasons. • I can work within a budget. • I can evaluate my product against clear criteria.

Key Assessment Criteria: *Being a musician*

A year 4 musician	A year 5 musician	A year 6 musician
<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can use notation to record and interpret sequences of pitches. • I can use notation to record compositions in a small group or on my own. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can maintain my part whilst others are performing their part. • I can improvise within a group using melodic and rhythmic phrases. • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use notation to record groups of pitches (chords). • I can use my music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvement to my own work and that of others. • I can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately. • I can perform parts from memory. • I can take the lead in a performance. • I can use a variety of different musical devices in my composition (including melody, rhythms and chords). • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times have had on people of that time.

Key Assessment Criteria: Being a sports person

A year 4 sports person	A year 5 sports person	A year 6 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can take the lead when working with a partner or group. • I can use dance to communicate an idea. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can follow a map in a (more demanding) familiar context. • I can follow a route within a time limit. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can gain possession by working a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make complex extended sequences. • I can combine action, balance and shape. • I can perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can compose my own dances in a creative way. • I can perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can be controlled when taking off and landing. • I can throw with accuracy. • I can combine running and jumping. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can follow a map in an unknown location. • I can use clues and a compass to navigate a route. • I can change my route to overcome a problem. • I can use new information to change my route. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan. • I can lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can combine my own work with that of others. • I can link sequences to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can develop sequences in a specific style. • I can choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can plan a route and a series of clues for someone else. • I can plan with others taking account of safety and danger.

Key Assessment Criteria: *Being a computer user*

A year 4 computer user	A year 5 computer user	A year 6 computer user
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can use technology to control an external device. • I can design algorithms that use repetition & 2-way selection. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can analyse information. • I can evaluate information. • I understand how search results are selected and ranked. • I can edit a film. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I understand that you have to make choices when using technology and that not everything is true and/or safe. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can design a solution by breaking a problem up. • I recognise that different solutions can exist for the same problem. • I can use logical reasoning to detect errors in algorithms. • I can use selection in programs. • I can work with variables. • I can explain how an algorithm works. • I can explore 'what if' questions by planning different scenarios for controlled devices. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select, use and combine software on a range of digital devices. • I can use a range of technology for a specific project. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can discuss the risks of online use of technology. • I can identify how to minimise risks.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y5 and Y6

Knowledge and understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

Key Assessment Criteria: *Being an international speaker*

A year 1/2 international speaker	A year 3/4 international speaker	A year 5/6 international speaker
<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can answer with a single word. • I can answer with a short phrase. • I can ask a question. • I can name people. • I can name places. • I can name objects. • I can use set phrases. • I can choose the right word to complete a phrase. • I can choose the right word to complete a short sentence. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand single words. • I can read and understand short phrases. • I can use simple dictionaries to find the meaning of words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write single words correctly. • I can label a picture. • I can copy a simple word or phrase. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.