




ACHIEVING THE AIMS OF THE NATIONAL CURRICULUM



Milton Abbot School
ASSESSMENT / ACHIEVEMENT

Core Knowledge Assessment: National Curriculum Aims

Rationale: All assessment completed by a teacher must be for the benefit of every child. Assessment must be ongoing (formative) to ensure gaps do not form or a lack of challenge leads to coasting or disengagement. Checking pupil understanding must be a cultural factor, something that takes place as a matter of course during the lesson and in the marking process. Acting on the assessment is the necessary next step once evidence of delay or greater depth has been established, giving verbal feedback in the lesson or reporting next steps back to the pupil soon after the lesson has concluded. This should take place, regardless of the subject. Pupils should not move on unless there is a grasp of the ‘base objective’ or aim, otherwise the child faces the danger of ‘curriculum disfluency’ (widening gaps in knowledge that can get bigger over time). Teacher subject knowledge needs to be strong and teaching sequences need to be clear if assessment is to be applied accurately and effectively.

Formative Assessment at Milton Abbot School requires teachers to review their teaching and assess pupil learning after every lesson, to ensure pupil progress and to avoid damaging curriculum disfluency (i.e., gaps in knowledge that can get bigger over time). Teachers are not expected to record their reflections every time – it has to be purposeful and useful. However, formative assessment can be recorded in a number of ways:

- noting on planning documents.
- making a note in pupil books

Summative assessment means collating all the available evidence and making a summary of what a pupil securely knows and what they are ready to move onto next. There needs to be a required period of evidence gathering (i.e., pupil learning) before such an important decision can be made. We complete summative assessments two to three times per academic year. We have summative assessment systems in place for every subject, as follows:

- **Core subjects:** we assess pupils against the National Curriculum objectives and test this knowledge through a range of independent tasks. Teachers then record whether a pupil is on track to meet Age-Related Expectations (ARE)
- **Foundation subjects:** we assess against the National Curriculum aims for each foundation subject and what is intended to be ‘known’ and ‘applied’ by the end of the Primary phase. We have devised a system that builds towards these aims each academic year. If a pupil has not grasped the aim then the teacher is expected to revise this before moving on the following academic year, thus seeking to avoid ‘curriculum disfluency.’

Computing: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1)	Assessment method
Year 6	I can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation	Oral Presentation of knowledge.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can understand and apply principles of abstraction, logic and algorithms.	Independent timed tasks
	Summative Review - pupils who should revisit this stage:	
Year 4	I can understand and apply principles of abstraction and logic	Independent tasks
	Summative Review - pupils who should revisit this stage:	
Year 3	I can understand principles and concepts of abstraction and logic.	Independent tasks
	Summative Review - pupils who should revisit this stage:	
Year 2	I can create my own simple algorithms and data representations.	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Year 1	I can copy simple algorithms. I continue to build my grasp of simple vocabulary.	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Reception	I can manipulate my way around a computer to complete a range of tasks. I am familiar with key language (algorithm, data and programming).	Teacher observation
	Summative Review - pupils who should revisit this stage:	

Computing: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (2)	Assessment method
Year 6	I can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems, evaluating and applying new or unfamiliar technologies analytically to solve problems	Digital presentation of knowledge.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.	Independent timed tasks
	Summative Review - pupils who should revisit this stage:	
Year 4	I can solve problems when evaluating and applying new or unfamiliar technologies analytically to solve problems	Independent tasks
	Summative Review - pupils who should revisit this stage:	
Year 3	I can solve problems when applying familiar technologies	Independent tasks
	Summative Review - pupils who should revisit this stage:	
Year 2	I can confidently navigate new technologies, problem solving when required with increasing independence	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Year 1	I can copy or recall taught routines and rules for navigating new or unfamiliar programmes.	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Reception	I can explore information technology confidently and with care. I am resilient when things go wrong.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Computing: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (3)	Assessment method
Year 6	I am a responsible, competent, confident and creative user of information and communication technology.	Creative presentation of knowledge.
	Summative Review - pupils who should revisit this stage:	
Year 5	I am a responsible, confident and creative user of information and communication technology.	Creative demonstration to small group
	Summative Review - pupils who should revisit this stage:	
Year 4	I am a responsible and increasingly more creative user of information and communication technology.	Independent creative task (cold and free)
	Summative Review - pupils who should revisit this stage:	
Year 3	I am a responsible user of information and communication technology as I experiment more creatively.	Independent creative task (theme set by teacher)
	Summative Review - pupils who should revisit this stage:	
Year 2	I can confidently use technology to communicate information and my own ideas.	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Year 1	I can apply taught skills to a simple presentation that share key idea with a picture, with care and excitement.	Teacher observation
	Summative Review - pupils who should revisit this stage:	
Reception	I can include text and a picture to a document. I can demonstrate thought and care for the resources.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Design and Technology: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1)	Assessment method
Year 6	I can demonstrate creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Present final design explaining skills needed and critiquing.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can demonstrate technical and practical expertise needed to perform tasks confidently and to participate successfully in an increasingly technological world.	Present final design explaining skills needed and critiquing.
	Summative Review - pupils who should revisit this stage:	
Year 4	I can demonstrate practical skills needed to perform everyday tasks using a range of skills, including glue guns and other fixatives.	Present final design and listing skills used
	Summative Review - pupils who should revisit this stage:	
Year 3	I can demonstrate a growing level of practical skills for a clear purpose, problem solving when required with growing independence. I use tools, including sewing needles, with technical confidence. I listen to advice.	Independent creative task (purpose set by teacher)
	Summative Review - pupils who should revisit this stage:	
Year 2	I can demonstrate independence and creative thought when completing practical tasks or transferring 2D designs into 3D models. My model does not fall apart easily and I use scissors in a range of ways.	Simple explanation of 'model' and tools used. Teacher observation
	Summative Review - pupils who should revisit this stage:	
Year 1	I can demonstrate practical skills and correct/technical use of equipment and resources. I can begin to explain my choices and explain safety rules to others.	Poster of 'tool rules'. Teacher observation
	Summative Review - pupils who should revisit this stage:	
Reception	I can make my own models with confidence, using tools correctly. I can explain my designs and models with growing confidence. I can listen to advice to improve.	Teacher observation and evidence of products/models made.
	Summative Review - pupils who should revisit this stage:	

Design and Technology: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (2)	Assessment method
Year 6	I can apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. I can critique, evaluate and test my ideas and products and the work of others	Final design that is 'used' and evaluated by others.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can apply a repertoire of knowledge, understanding and skills in order to design and make products for a purpose. I can critique, evaluate and test my ideas and products and the work of others	Present final design and how it could be improved
	Summative Review - pupils who should revisit this stage:	
Year 4	I can apply a growing knowledge and bank of skills in order to design and make products for a given purpose. I can test my ideas and evaluate it in greater depth.	Present final design based on the work of designers
	Summative Review - pupils who should revisit this stage:	
Year 3	I can apply a repertoire of skills in order to design and make products for a purpose that are built to last or satisfy user. I can begin to evaluate and improve my products. These products include cookery items. I know the value of design and the cost of products. I can listen to advice of peers.	Present final product. Teacher skills list. Teacher assmt of design.
	Summative Review - pupils who should revisit this stage:	
Year 2	I can draw realistic designs that are well thought through. I can transfer my design into a realised product that has care over finishing touches and a thought beyond my own use or preference. I listen to advice.	Simple explanation of 'product'. Teacher observation
	Summative Review - pupils who should revisit this stage:	
Year 1	I can create a simple design with pre-thought given to the materials I will use to make it and how it will be held together. In cookery, I know safety and nutrition rules. I can name the key vocabulary for resources and techniques.	Teacher observation. Vocabulary check. Safety rules check.
	Summative Review - pupils who should revisit this stage:	
Reception	I can take my time when making or cooking. I know that skills take practice and there are safety rules. I know what 'product' and 'designer' means and I can explore different products and name their materials.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Design and Technology: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (3)	Assessment method
Year 6	I can understand and apply the principles of nutrition and learn how to cook	Cook for others including a menu of nutritional advice at an event or in class. Teacher obs.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can apply the principles of nutrition and learn how to cook	Cook for others. Teacher obs.
	Summative Review - pupils who should revisit this stage:	
Year 4	I can understand the principles of nutrition and apply these in my cookery. I am beginning to demonstrate confidence when cooking with more than four ingredients from my own design.	Create a dish in pairs and explain what is in it.
	Summative Review - pupils who should revisit this stage:	
Year 3	I can apply a repertoire of skills when preparing to cook a given recipe, including bridging technique for cutting and a number of other skills. I can describe nutritional benefits of different foods.	Teacher obs of skills.
	Summative Review - pupils who should revisit this stage:	
Year 2	I can apply basic skills when cooking, using three ingredients that require chopping, mashing and stirring. I know the difference between healthy and less healthy foods.	Teacher obs of skills applied. Recorded work of nutrition rules (independent)
	Summative Review - pupils who should revisit this stage:	
Year 1	I can name and handle food/ingredients with care and confidence. I can prepare a fruit salad or other simple recipes with support. I can recite healthy food rules. I am prepared to try different or new foods.	Teacher observation. Vocabulary check. Safety rules check.
	Summative Review - pupils who should revisit this stage:	
Reception	I can name simple cookery rules moving from play dough and role play to food prep for simple recipes. I begin by observing adult cooking. I can use vocab linked to health. I am tempted to try new foods.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Music: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1)	Assessment method
Year 6	I can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	Perform before an audience. Review different music in writing. Teacher notes & marking.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can perform before a larger audience, with a range of instruments with growing competence across a range of genres. I can review the works of a great composer sharing my opinion thoughtfully.	Perform before an audience. Review the work of a great composer in writing. Teacher notes & marking.
	Summative Review - pupils who should revisit this stage:	
Year 4	I can perform confidently with string and wind instruments and can perform in front of the class. I use correct vocab (chords, pitch, etc.). I can evaluate music across a range of styles and traditions.	Perform as a class ensemble. Review different music in writing. Present: How to play X (instrument)? Teacher notes & marking.
	Summative Review - pupils who should revisit this stage:	
Year 3	I can play different instruments following the notes or chords set. I can show resilience when I practice and know the value of dedication. I can hear when it sounds right. I can describe the difference between music across different genres, styles and traditions, naming whether I like it or not. Can you say why?	Teacher obs of skills. Record views on music in writing.
	Summative Review - pupils who should revisit this stage:	
Year 2	I am beginning to play instruments correctly and with growing fluency. I am clear that it takes practice. I am inspired by musicians and can name musical types or songs I like and don't like. I am aware that there is all kinds of music across the world.	Teacher obs of skills applied. Presentation: My Favourite Music.
	Summative Review - pupils who should revisit this stage:	
Year 1	I am enthusiastic about learning to play a simple instrument, keeping a beat or rhythm. I enjoy listening to music and can state what I like or don't like. I can listen to new music with respect, including challenging pieces from classical composers. I know musicians can be any gender or race.	Teacher observation. Vocabulary check. Safety rules check.
	Summative Review - pupils who should revisit this stage:	
Reception	I sit and listen to music attentively. I can ask questions about a piece of music. I make use of opportunities to play instruments. I can keep a simple clapped rhythm.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Music: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (2)	Assessment method
Year 6	I can sing and use my voice, to create and compose music solo or with others.	Sing before an audience. Sing a medley in the same performance. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 5	I can sing and use my voice, to create and compose music with others. I can follow the notes correctly, and learn lyrics. I can sing in the rhythm of a song to a competent level and perform before increasingly larger audiences.	Perform before an audience, more than one song in the performance.
	Summative Review - pupils who should revisit this stage:	
Year 4	I can sing and to use my voice in class alongside others with greater technical skills such as a range of high and low notes. I can describe how it feels and evaluate if it sounds right or not. I can repeat the example or note given.	Perform as a class ensemble in assembly. Teacher obs.
	Summative Review - pupils who should revisit this stage:	
Year 3	I can sing and use my voice within a variety of genres, noting what the different elements are. I am becoming more confident in my own abilities. I smile when I sing.	Perform before class. Teacher obs
	Summative Review - pupils who should revisit this stage:	
Year 2	I join in when singing in class. I can learn simple songs by heart. I can sway when I sing. I can clap along to a simple beat.	Teacher obs of skills applied.
	Summative Review - pupils who should revisit this stage:	
Year 1	I join in when singing in class. I can sing different volumes and tempos. I can recall simple lyrics.	Teacher observation. Vocabulary check. Rhythm check.
	Summative Review - pupils who should revisit this stage:	
Reception	I sit and listen to songs, including simple rhymes. I join in when singing, not shouting or miming.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Music: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (3)	Assessment method
Year 6	I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Compose and record own music that is played before an audience.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch and structure and appropriate musical notations. I can read most musical notes.	Compose a brief piece of music. Evaluate. Teacher feedback.
	Summative Review - pupils who should revisit this stage:	
Year 4	I can explore how music is created and produced, including through the tempo and timbre. I can use appropriate music notations to create a simple piece of music. I can read 3 to 7 musical notes.	Perform a piece of music for a mimed piece of acting. Teacher obs.
	Summative Review - pupils who should revisit this stage:	
Year 3	I can explore how music is created by changing pitch and structure and making appropriate musical notations. I can recognise and read 3 to 4 musical notes.	Compose music for a shadow puppet show. Teacher obs
	Summative Review - pupils who should revisit this stage:	
Year 2	I can understand how music uses notes to record the composition. I can use my own symbols to write my own piece. I can identify two musical notes. I can recognise a change in pitch, tempo and volume.	Compose a simple, repetitive piece of music and add actions. Teacher obs of skills applied.
	Summative Review - pupils who should revisit this stage:	
Year 1	I experiment with different instruments to make repeating patterns. I can change tempo and volume. I can state what sounds good or not (to me). I am familiar with key vocabulary (pitch, tempo, notes, compose).	Teacher observation of creating sounds with music. Vocabulary check.
	Summative Review - pupils who should revisit this stage:	
Reception	I love trying out different sounds on instruments. I can make repeated sounds. I can follow a simple rhythm. I can follow the pictures my teacher sets to create a melody.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Art: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1) DRAWING	Assessment method
Year 6	I am proficient in drawing to produce creative work, exploring my ideas and recording my experiences. I know about great illustrators and can analyse/evaluate their work articulating my opinions confidently.	Art portfolio A range of drawings using different styles. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 5	I can represent a range of emotions in my drawings, realistic and abstract in design. I can create mood and atmosphere through expressions and shading or colour. I can draw a contrasting set of pictures (urban/rural; stillness/movement; love/hate, etc.).	Art portfolio Timed drawing task on a free theme. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can successfully imitate techniques of well-known illustrators. To include detail of the whole human body, as well as the face. I can use different shading techniques and exhibit a more sophisticated imagination.	Art portfolio Timed drawing task on a given theme. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can add fine detail to a close-up drawing, such as a leaf or an eye. I can use a light touch when shading a sense of movement in my drawings. I can use a constructive yet critical eye over a famous illustration.	Art portfolio Timed drawing task Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I can draw more than one object in a picture that is easily recognisable. I can include perspective in my drawing to show a sense of distance and size. I can demonstrate a confidence with my imagination. I can begin to evaluate my own work.	Art portfolio Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can hold a pencil with confidence when drawing and shading. I can add depth to my drawings, beyond simple lines. I can form different sized faces during the year. I can demonstrate imagination in my drawing.	Art portfolio Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can hold a pencil correctly and press using different strengths. I can begin to form basic but recognisable objects that I can name. I can complete simple line drawing.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Art: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1) PAINTING	Assessment method
Year 6	I am proficient in painting and produce creative work, exploring my ideas and recording my experiences. I know about great painters of different gender, race and nationality, and can analyse/evaluate their work articulating my opinions confidently.	Gallery of painting on canvas to be hung locally Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 5	I can represent a range of emotions in my painting, realistic and abstract in design. I can create mood and atmosphere through expressions and technique or colour. I can paint still life.	Gallery of painting Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can successfully imitate techniques of well-known painters, to include finer detail in a portrait and increasing texture. I exhibit a more sophisticated sense of creativity.	Gallery of painting Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can add fine detail to a painting, layer the picture as the paint dries. I can use a light touch and know when to stop or carry on. I can use a constructive yet critical eye over a number of famous paintings.	Gallery of painting Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I can paint a landscape or under the sea scene, including more than one object. I can include perspective in my drawing to show a sense of distance and size. I can demonstrate a sense of adventure in my painting and am keen to describe what I have included. I colour mix with growing confidence.	Gallery Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can hold a paintbrush with confidence and can name the primary colours. I can colour mix using the primary colours when painting. I am more discerning in my use of colour and can use different sized brushes for different tasks. I can demonstrate imagination in my painting.	Art portfolio Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can hold a paintbrush correctly and can keep within the parameters of the paper or shape I am painting. I enjoy experimenting and can describe what I have painted. I can name a range of colours and can decide which colour to use to match what I am painting.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

Art: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1) SCULPTING	Assessment method
Year 6	I am proficient in sculpting and produce creative work, exploring my ideas and recording my experiences. I know about great sculptors of different materials and styles and can analyse/evaluate their work articulating my opinions confidently.	Video diary of sculpting process. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 5	I can create an abstract model using clay or other materials, to represent an emotion. I can create on a given theme or select my own theme, successfully capturing the central idea. I can display different levels of dexterity as I create, inspired by pictures, music or story characters.	Exhibition to parents Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can create sculptures out of natural materials, such as Goldsworthy does and can tell the story. I know of other famous sculptors and can compare or contrast their work, imitating features in my own pieces. I am adventurous in my model size and complexity.	Exhibition to parents Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can add materials to my clay sculptures to represent different features such as wool for hair or pipe cleaners for whiskers. I can decide whether this is effective. I can add ever finer features to my clay models.	Gallery of painting Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I can smooth clay to join and can use different tools to add texture. I can attach fine parts, such as a tail or ears to an animal or a nose on a face. My clay models represent what I had in mind and are transferred successfully from my design.	Gallery Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can handle clay with confidence, moulding different shapes and joining parts together so they don't come apart. I can make low models or models that are free standing on 'feet'.	Art portfolio photographs. Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can mould a range of malleable materials, including play dough, plasticine and clay. I can create my own models or a model set as a learning challenge.	Teacher observation during continuous provision or 'challenge task'
	Summative Review - pupils who should revisit this stage:	

French: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1) SPEAKING	Assessment method
Year 6	I can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	French Oral test Teacher obs.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can speak with increasing confidence finding ways of communicating what I want to say, including through asking questions, and continually improving the accuracy of my pronunciation	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can speak with some accuracy when reciting learning in class. I can build single words into full sentences. I can ask simple questions in different contexts.	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can name single objects in a variety of contexts with increasingly less support or prompting in class. I can state simple statements or phrases about myself and my family.	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I enjoy repeating single words taught to me in class, such as colours, numbers, months and animals. I enjoy experimenting with the sound of French words. I join in when singing French songs to practice.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I enjoy counting in French. I enjoy singing French songs and joining in during rote learning opportunities. I can locate France on a map and know it is a different country.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can listen attentively when French songs or videos are being played.	Teacher observation during French singing or games
	Summative Review - pupils who should revisit this stage:	

French: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (2) WRITING	Assessment method
Year 6	I can write at varying length, for different purposes and audiences, using the variety of grammatical structures that I have learnt. I can discover and develop an appreciation of a range of writing in French and respond to written language from a variety of authentic sources	French: final written tasks Teacher marking
	Summative Review - pupils who should revisit this stage:	
Year 5	I can write with increasing confidence finding ways of communicating what I want to say, including through writing questions, and continually improving the accuracy of my spellings. These written sentences have been orally rehearsed and modelled in class by the teacher.	French written task Teacher marking
	Summative Review - pupils who should revisit this stage:	
Year 4	I can write with some accuracy when completing simple, often repeated statements or phrases in class. I can build single words into fuller sentences, including writing simple questions in different contexts.	French written final task Teacher marking
	Summative Review - pupils who should revisit this stage:	
Year 3	I can write labels for single objects in a variety of contexts with increasingly less support or prompting in class. I am beginning to join up to three words in simple phrases that have only just been taught.	Teacher marking
	Summative Review - pupils who should revisit this stage:	
Year 2	I can copy French words and read them to a partner, from a range of topics. I can identify increasingly more words in simple picture books that are shared in class.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can copy French words that are highly familiar to me. I can identify some French words in 'big books' or shared texts in class.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can listen attentively when French writing is being read to me.	Teacher observation during French singing or games
	Summative Review - pupils who should revisit this stage:	


History: Curriculum Flow and Fluency

Yr grp	Core knowledge: National Curriculum Aim (1)	Assessment method
Year 6	I can deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. I can name the time periods whereby they associate these terms with Britain.	Knowledge Tests/ Independent Writing task Teacher marking.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can deploy a historically grounded understanding of the abstract term ‘empire’ in different time periods taught. I can recall previous terms and how they link to Britain. I can analyse evenly whether an Empire is good or bad.	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can deploy a historically grounded understanding of the abstract term ‘parliament’ in different time periods. I can recall previous terms and how they linked to shape the Britain of today. I can enter a discussion about the merits of having a parliament in Britain? What are the alternatives?	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can deploy a historically grounded understanding of the abstract term ‘peasantry’ in different time periods. I can join in a debate about whether it was better to be ‘rich’ or ‘poor’.	Expressive Activity (role play experience) Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I enjoy repeating single words taught to me in class, such as colours, numbers, months and animals. I enjoy experimenting with the sound of French words. I join in when singing French songs to practice.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I enjoy counting in French. I enjoy singing French songs and joining in during rote learning opportunities. I can locate France on a map and know it is a different country.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can listen attentively when French songs or videos are being played.	Teacher observation during French singing or games
	Summative Review - pupils who should revisit this stage:	

Geography: Curriculum Flow and Fluency

Yr grp	Core LOCATIONAL knowledge: National Curriculum Aim (1)	Assessment method
Year 6	I can demonstrate a strong contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	Knowledge Tests/ Independent Writing task Teacher marking.
	Summative Review - pupils who should revisit this stage:	
Year 5	I can compare at least three different places of significance previously taught, finding them on a globe and a map. I can define physical and human characteristics of each location in increasing detail.	Expressive Activity to present knowledge Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can define physical and human characteristics from countries from two or more continents. I can compare terrestrial and marine locations. I can state geographical processes.	Expressive Activity using multimedia Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can define physical and human characteristics of the UK and compare it with at least one other country. I can compare such processes with that found in the UK.	Expressive Activity using multimedia Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I can locate the United Kingdom on a globe and a map. I can list key physical features of the UK and how it is organised geographically into Counties, comparing other Counties with Devon. I can list the continents of the World.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can recognise United Kingdom on a map. I can list key features, such as it is an island and it has mountains, etc. I can name the Oceans and main Channels surrounding the UK.	Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can state where I live (Milton Abbot, Tavistock) and context (village, town). I know that these are located in Devon, in England, in Great Britain.	Teacher observation Assess through Questions (where is..?)
	Summative Review - pupils who should revisit this stage:	

Geography: Curriculum Flow and Fluency

Yr grp	Core PROCESSES knowledge: National Curriculum Aim (2)	Assessment method
Year 6	I can understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	Double Page Spread (independent writing)/ Knowledge Tests/ 
	Summative Review - pupils who should revisit this stage:	
Year 5	I can understand several processes that are interdependent. I can define spatial variation and describe changes of an area over time.	
	Summative Review - pupils who should revisit this stage:	
Year 4	I can link the way processes impact on human geographical features and how these change over time. I can define 'human geographical' features in contrasting locations. I am secure in my knowledge of different 'physical geographical' features in contrasting locations.	Double Page Spread (independent writing)/ Knowledge Tests/
	Summative Review - pupils who should revisit this stage:	
Year 3	I can link the way processes impact on physical geographical features and how these change over time. I can define 'physical geographical' features in contrasting locations. I have questioned an authentic source (an expert in their field).	Double Page Spread (independent writing)/ Knowledge Tests/
	Summative Review - pupils who should revisit this stage:	
Year 2	I can compare key physical features of the United Kingdom with a different location that contrasts in features and size. I can explore how physical features are measured in different ways with different units.	Teacher marking
	Summative Review - pupils who should revisit this stage:	
Year 1	I can name physical features of the United Kingdom, including it's tallest, longest, etc. I can name the countries of the United Kingdom and that they are made up of villages, towns and cities.	Teacher marking/notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can name key physical and human features of my local area, starting with school. I can draw simple sketches of these and identify them in photographs.	Teacher observation during Geography activity
	Summative Review - pupils who should revisit this stage:	

Geography: Curriculum Flow and Fluency

Yr grp	Core SKILLS knowledge: National Curriculum Aim (3)	Assessment method
Year 6	I have competent geographical skills needed to collect and analyse data gathered through fieldwork. I can interpret different geographical information and can communicate this information in a variety of ways (e.g., maps, numerical and quantitative skills and writing at length).	Challenge in the field Present findings Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 5	I can collect and analyse data gathered through fieldwork. I can interpret maps and can communicate my ideas and findings through maps and writing at length.	Challenge in the field Present findings Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 4	I can define physical and human characteristics from countries from two or more continents. I can compare terrestrial and marine locations. I can state geographical processes.	Expressive Activity using multimedia Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 3	I can define physical and human characteristics of the UK and compare it with at least one other country. I can compare such processes with that found in the UK.	Expressive Activity using multimedia Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 2	I can locate the United Kingdom on a globe and a map. I can list key physical features of the UK and how it is organised geographically into Counties, comparing other Counties with Devon. I can list the continents of the World.	Map Challenge Teacher notes
	Summative Review - pupils who should revisit this stage:	
Year 1	I can recognise United Kingdom on a map. I can list key features, such as it is an island and it has mountains, etc. I can name the Oceans and main Channels surrounding the UK.	Practical map skills Teacher notes
	Summative Review - pupils who should revisit this stage:	
Reception	I can state where I live (Milton Abbot, Tavistock) and context (village, town). I know that these are located in Devon, in England, in Great Britain.	Teacher observation Assess through Questions (where is..?)
	Summative Review - pupils who should revisit this stage:	