Foundation Subjects Assessment Criteria

Milestones 2 and 3

TWO MILE ASH

History

Geography

Art and Design

Design Technology

Computing

Languages

Music

Religious Education

Physical Education

History
Milestone 2

HISTORY - MILESTONE 2			
Essential Objective: To investigate and interpret the past			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Use evidence to ask questions and find answers to questions about the past.	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.
Suggest suitable sources of evidence for historical enquiries.	Here is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability.	Evidence is carefully selected for suitability and clear reasons are given for choices made.
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	There is more awareness that different sources of evidence give variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.	Evidence is sifted and carefully selected to gain a thorough understanding of history.
Describe different accounts of historical event, explaining some of the reasons why the accounts may differ	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.	Different accounts and interpretations of historical events are thoroughly explored and presented, with well-reasoned arguments for which may be the most accurate.
Suggest causes and consequences of some of the main events and changes in history.	Some good suggestions on causes and consequence of some familiar events in history are put forward.	Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.	Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way.

HISTORY - MILESTONE 2
Essential Objective: To build an overview of world history

KEY INDICATORS	BASIC	ADVANCING	DEEP
Describe changes that happened in the locality of the school throughout history.	Some basic changes to the locality of school over time are described.	Some of the changes to the locality of the school over time are explained with some examples and detail.	The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate detail.
Give a broad overview of life in Britain.	With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events CE1066 are described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.	The major changes around a number of themes in Britain from Stone Age through to CE1066 and some events beyond CE1066 are explored in depth and areas are chosen to describe in detail.
Compare some of the times studied with those of other areas of interest in the world.	With support, historical events around the world are compared.	Historical events around the world are selected and compared.	Historical events around the world are carefully selected to highlight similarities and differences.
Describe the social, ethnic, cultural or religious diversity of past society.	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.

HISTORY - MILESTONE 2
Essential Objective: To understand chronology

KEY INDICATORS	BASIC	ADVANCING	DEEP
Place events, artefacts and historical figures on a time line using dates.	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a time line accurately.	Chronology is understood, including overlapping events in different parts of the world.
Understand the concept of change over time, representing this, along with evidence, on a timeline.	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.
Use dates and terms to describe events.	When reminded, key dates are used.	Key dates are generally used.	Key dates are used in almost all historical accounts.

HISTORY - MILESTONE 2
Essential Objective: To communicate historically

KEY INDICATORS	BASIC	ADVANCING	DEEP
Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	When reminded, historical language is used.	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.

History
Milestone 3

HISTORY - MILESTONE 3			
Essential Objective: To investigate and interpret the past			
KEY INDICATORS	**BASIC**	**ADVANCING**	**DEEP**
Use sources of evidence to deduce information about the past.	There is some awareness of the word 'deduce'.	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced its scrutiny.	Evidence is collected, sifted and investigated to provide well-reasoned arguments for events in the past.
Select suitable sources of evidence, giving reasons for choices.	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained.	Clear reasoning and careful judgement is used to select and explore evidence.
Use sources of information to form testable hypotheses about the past.	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.	Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.
Seek out and analyse a wide range of evidence in order to justify claims about the past.	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating and justifying claims about the past.	A wide and carefully chosen range of evidence is sought and explored in formulating & justifying claims about the past
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	There is some awareness that some historical documents represent propaganda.	The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.	There is a good understanding of social, cultural, political and religious contexts in which historical evidence was created, and this is acknowledged when formulating conclusions.
Understand that no single source of evidence gives the full answer to questions about the past.	There is a growing awareness of the need to look at more than one source of evidence.	A number of evidence are sought out.	A wide range of evidence is collected, sifted and used.
Refine lines of enquiry as appropriate.	There are some good examples of refining lines of enquiry.	There are good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.

HISTORY - MILESTONE 3
Essential Objective: To build an overview of world history

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify continuity and change in history of the locality of the school.	There is growing understanding of the concepts of continuity and change and some examples of this given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	When reminded, the characteristics of the past, from a range of perspectives, are described.	Generally, the characteristics features of the past, from a range of perspectives, are described.	Many of the characteristics features of the past are detailed from a carefully selected range of perspectives.

Essential Objective: To understand chronology

KEY INDICATORS	BASIC	ADVANCING	DEEP
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
Identify periods of rapid change is history and contrast them with times of relatively little change.	In structured activities, there is some description of the rate of change with some good examples provided.	Changes within a time period are chronicled in a logical and interesting way.	The rate and extent of change is described and some reasons suggested.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	There is some awareness of the concepts of continuity and change and, with support, they are represented.	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.	Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons.
Use dates and terms and terms accurately in describing events.	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.	Dates and terms are recalled or researched and used to describe events.

Essential Objective: To communicate historically

KEY INDICATORS	BASIC	ADVANCING	DEEP
Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	Some appropriate historical language is used.	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.

Geography
Milestone 2

GEOGRAPHY - MILESTONE 2			
Essential Objective: To investigate places			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Ask and answer geographical questions about physical and human characteristics of a location.	There are some good examples of geographical questions about the characteristics of a location.	A developed range of geographical questions are asked and answered accurately.	Some very pertinent questions that uncover the nature of a location are asked and answered.
Explain own views about location, giving reasons.	When prompted, views about the location are generated with some use of geographical vocabulary to explain them.	Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.	Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations.
Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Some fieldwork techniques are applied when investigating the local area.	A growing range of fieldwork techniques are chosen and applied when investigating the local area.	Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.
Use a range of resources to identify the key physical and human features of a location.	There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.	Resources are chosen in order to investigate and describe the characteristics of places.	Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.
Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have change over time.	With some support from a teacher, knowledge of the countries and cities of the United Kingdom is revised and built upon and some features of its regions explored.	The names of the countries and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.	Fluent recall of the countries and major cities of the United Kingdom and a growing understanding of the nature of it regions are used to provide clear descriptions that include well-chosen geographical vocabulary.
Name and locate the countries of Europe and identify their main physical and human characteristics.	With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified.	A growing number of European countries are known and their characteristic features identified using geographical vocabulary.	A large number of European countries are known and criteria are created to show similarities and differences between their characteristics.

GEOGRAPHY - MILESTONE 2
Essential Objective: To investigate patterns

KEY INDICATORS	BASIC	ADVANCING	DEEP
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.	There is some awareness of the terms that can be used to describe geographical patterns.	There is a good level of application of a growing range of terminology to describe geographical patterns.	There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns.
Describe geographical similarities and differences between countries.	With the support of a teacher, similarities and differences between countries are identified.	There is a good level of application of growing range of terminology to describe geographical patterns.	Well-reasoned criteria are created to describe the similarities and differences between countries.
Describe how the locality of the school has changed over time.	With the support of a teacher, some changes to the locality of the school over time are identified and described using some geographical language.	Geographical language is selected to describe changes to the locality of the school over time.	Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.

GEOGRAPHY - MILESTONE 2
Essential Objective: To investigate communicate geographically

KEY INDICATORS	BASIC	ADVANCING	DEEP
Describe key aspects: • Physical geography, including: rivers, mountains, volcanoes & earthquakes & the water cycle. • Human geography, including: settlements and land use.	With guidance from a teacher, some terminology is used to describe locations geographically.	When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.	An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions.
Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.	With guidance from a teacher, position and direction is described using some detail and reference to the United Kingdom.	When reminded of the known ways to describe position and direction, a good range of terminology the United Kingdom and continents of the world, is used.	A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.

Geography
Milestone 3

GEOGRAPHY - MILESTONE 3
Essential Objective: To investigate places

KEY INDICATORS	BASIC	ADVANCING	DEEP
Collect and analyse statistics and other information in order to draw clear conclusions about locations.	With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.	A growing range of statistical and other information is selected and used to draw some conclusions about locations.	A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.
Identify and describe how the physical features affect the human activity within a location.	There is some awareness that physical features of a location affect human activity and some examples are given.	There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.	A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.
Use a range of geographical resources to give detailed descriptions and opinions of characteristic features of a location.	With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.	Detailed descriptions and opinions of places justified by using a growing range of geographical resources.	High detailed descriptions and well-reasoned opinions are developed bu using appropriate geographical resources.
Use different types of fieldwork sampling (random and systematic) t observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.	Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places.	Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.
Analyse and give views on effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).	There are some good observations about different representations of a location.	A number of interesting and pertinent observations of locations are developed and explored.	Some very insightful and well-thought out opinions of different representations of a place are presented and explored.

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.	Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.	There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.	There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.
Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.	There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described.	There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.	There is a good awareness of the countries of North and South America and a deep understanding of a particular location.

GEOGRAPHY - MILESTONE 3
Essential Objective: To investigate patterns

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).	With some support, the geographical significance of some geographical features and zones are described.	There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.	There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones.
Understand some of the reasons for geographical similarities and differences between countries.	With support, some reasons for geographical similarities and differences between countries are explored.	There is a growing understanding of some of the similarities and differences with some good examples provided.	There is a good understanding of a wide range of physical and human geographical similarities between countries which are described very well.
Describe how locations around the world are changing and explain some of the reasons for change.	With support, changes within locations are described.	There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes.	There is a broad understanding of many changes in locations around the word with an in-depth understanding of some of the changes, which are clearly explained.
Describe how countries and geographical regions are interconnected and interdependent.	There is some awareness of how geographical regions are linked and some examples are given.	There is a growing understanding of various links between geographical regions which are described well.	A wide range of links between geographical regions are understood and described with high level of accurate detail.

GEOGRAPHY - MILESTONE 3			
Essential Objective: To communicate geographically			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Describe and understand key aspects: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	There is some awareness of the key physical and human geographical zones with some examples given.	There is a growing understanding of some of the key physical and human geographical zones with some good examples given.	There is a broad understanding of the key physical and geographical zones with in an in-depth understanding of some.
Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.	With increasing independence and application of terminology, knowledge of the world is described well.	Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.
Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	With guidance, maps that identify patterns are created.	Through investigation, patterns are identified and depicted on maps.	Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.

Art and Design
Milestone 2

ART AND DESIGN - MILESTONE 2			
Essential Objective: To master techniques			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Drawing: Use different hardness of pencils to show line, tone and texture.	With support from a teacher, there is some experimentation with different hardness of pencils to create effects.	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.	Pencils are carefully selected for the effect they will create. Choices are explained.
Drawing: Sketch lightly.	When guided, some control of pencil is shown when sketching.	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.
Drawing: Annotate sketches to explain and elaborate ideas.	With the support of a teacher, ideas are explained.	When reminded, sketches are annotated to explain ideas.	Ideas are explained through the use of carefully placed annotations.
Drawing: Use shading to show light and shadow.	With the support of a teacher, shading is beginning to be used to show light and shadow.	Shading effectively shows areas of light and shadow.	The direction of light and the shape of objects are used to decide where to shade to show light and shadow.
Drawing: Use hatching and cross-hatching to show tone and texture.	During supported activities, hatching and cross-hatching are used.	Generally, texture is created effectively by using hatching and cross-hatching.	Hatching and cross-hatching are chosen carefully when deciding how to depict texture.
Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.	Brush size and techniques are carefully selected for a chosen effect.
Painting: Mix colours effectively.	With support, colour mixing is effective.	Colours are generally mixed effectively in a number of different situations.	Palettes of colour are created through effective choices and careful combinations of colours.
Painting: Use watercolour paint to produce washes for backgrounds then add detail.	During structured activities backgrounds are created first and detail later.	Generally, backgrounds are created first before adding detail.	Effective background are created using a number of techniques.

Painting: Experiment with creating mood colour.	There is an awareness that mood may be created with colour.	Generally, moods are created by altering the colour palette used.	Colour is effectively used to create mood and reasons for colour choices are explained.
Collage: Select and arrange materials for a striking effect.	Some experimentation with the arrangement of materials produces interesting results.	Generally, a range of materials is selected and arranged for a particular effect.	Well-chosen and arranged materials produce a striking effect.
Collage: Ensure work is precise.	Work shows some precision.	Work shows growing precision.	Work is consistently precise.
Sculpture: Create and combine shapes to create recognisable forms.	With guidance, shapes are combined to create recognisable forms.	Generally, shapes are effectively combined to create specific forms.	Shapes are carefully selected and arranged to create specific forms.
Sculpture: Include texture that conveys feelings, expression or movement.	There is some attempt to add detail.	Some effective details provide interesting effects.	Well-chosen textures and details convey specific effects.
Print: Use layers of two or more colours.	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.	Layers and a mixture of colours are used to produce some striking prints.
Print: Make printing blocks.	With support, print blocks are constructed.	When reminded, a number of techniques for making print blocks are used.	A wide variety of techniques are used to make interesting and eye-catching print blocks.
Print: Make precise repeating patterns.	With support, repeating patterns are made.	Generally, repeating patterns are precise.	A high level of precision and care are used to create precise repeating patterns.
Textiles: Shape and stitch materials.	With supplied templates, and support from a teacher, textiles are shaped and then stitched.	Generally, templates are created and textiles shaped effectively. There is some independent stitching.	A good understanding of tools and materials is used to accurately shape textiles. Stitching is generally accurate.
Textiles: Use basic cross stitch and back stitch.	With support from a teacher, back and cross stitch are used.	There is a growing level of accomplishment in the use of basic back and cross-stitch.	Effective pieces of artwork are produced that show the careful use of back and cross stitch.
Textiles: Colour fabric.	There is some participation in dyeing fabric.	There is some experimentation with dyeing fabric.	There is a growing understanding that the type of fabric affects the results when dyeing.
Digital Media: Create images, video and sound recordings and explain why they were created.	With support, images, video and sound are combined.	There is some experimentation wit and explanations of combining images, video and sound.	There are some very effective examples of mixing of digital media, along with clear explanations of why they were created.

ART AND DESIGN - MILESTONE 2
Essential Objective: To develop ideas

KEY INDICATORS	BASIC	ADVANCING	DEEP
Develop ideas from starting points throughout the curriculum.	With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively.
Collect information, sketches and resources.	When prompted, resources are collected to develop an idea	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea.
Adapt and refine ideas as they progress.	With encouragement ideas are tried and sometimes refined.	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
Comment on artworks using visual language.	There is some awareness of visual language.	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.

ART AND DESIGN - MILESTONE 2
Essential Objective: To take inspiration from greats (classic and modern)

KEY INDICATORS	BASIC	ADVANCING	DEEP
Replicate some of the techniques used by notable artists, artisans and designers.	Attempts are made to replicate the techniques of notable artists.	Some techniques of notable artists are replicated with growing accomplishment.	Some techniques of notable artists are very effectively replicated.
Create original pieces that are influenced by studies of others.	There is some evidence of piece influenced by the work of notable artists.	A number of ideas are developed that show a clear influence by the work of notable artists.	Techniques of notable artists are chosen and combined to create very effective pieces.

Art and Design
Milestone 3

ART AND DESIGN - MILESTONE 3			
Essential Objective: To develop ideas			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Develop and imaginatively extend ideas from starting points throughout the curriculum.	Ideas are developed from a range of curriculum areas and developed with some imagination.	Imaginative ideas generally developed well from a range of starting points.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.
Collect information, sketches and resources and present ideas imaginatively in a sketch book.	A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.	Sketch books show a good range of imaginatively presented ideas.	Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way.
Use the qualities of materials to enhance ideas.	Some of the qualities of materials are understood and used well to enhance ideas.	The qualities of frequently used materials are put to good use to enhance ideas.	Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.
Spot the potentials in unexpected results as work progresses.	With encouragement, unexpected results are seen as possibilities.	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.
Comment on artworks with a fluent grasp of visual language.	A basic understanding of visual language leads to pertinent comments on artworks.	Visual language is used well to comment on and give opinions of artworks.	An excellent grasp of visual language is used to make well-judged comments on and opinions of artworks.

ART AND DESIGN - MILESTONE 3
Essential Objective: To master techniques

KEY INDICATORS	BASIC	ADVANCING	DEEP
Drawing: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	With encouragement, a variety of techniques are used to create interesting effects.	Generally, appropriate techniques are used to achieve a variety of interesting effects.	Well-chosen combinations of techniques are used to achieve some striking and interesting effects.
Drawing: Use a choice of techniques to depict movement, perspective, shadows and reflection.	With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.	Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.	Well-chosen techniques depict movement, perspective, shadows and reflection very well.
Drawing: Choose a style drawing suitable for the work (e.g. realistic or impressionistic).	Some choices are made in selecting an appropriate style for artwork.	Generally, appropriate styles are selected to produce artworks.	A good understanding of artistic styles is described in explaining style choices.
Painting: Sketch (lightly) before painting to combine line and colour.	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting.
Painting: Create a colour palette based upon colours observed in the natural or built world.	With some reminders of colour mixing knowledge, appropriate colour palettes are created.	Colour palettes are created using a good understanding of colour mixing.	Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.
Painting: Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	The qualities of paints are sometimes used to create interest.	Experimentation with the qualities of paints is used to create visual interest.	The qualities of paints are understood well and used to create some excellent points of visual interest.
Painting: Combine colours, tones and tints to enhance the mood of a piece.	The mood of a painting is sometimes apparent.	A good understanding of how to achieve various effects is used to create mood.	A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.
Painting: Use brush techniques and the qualities of paint to create texture.	There is some experimentation in creating texture.	A combination of brush choice and the qualities of paints is used to create interesting textures.	A wide variety brush techniques and a thorough understanding of the qualities of paints is used to create striking textures.
Painting: Develop a personal style of painting, drawing upon ideas from other artists.	A personal style is beginning to develop.	A growing range of work demonstrates a personal style.	A definite personal style is developing across many pieces of work.
Collage: Mix textures (rough and smooth, plain and patterned).	With support and encouragement, a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.	A very well-chosen mix of textures is chosen and arranged to create striking effects.
Sculpture: Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	Some interesting effects that create discussion points are achieved in sculpture.	Many interesting qualities that provoke a number of interpretations are included in sculpture.	Accuracy and detail provide many interesting qualities that provoke interesting discussions.

Sculpture: Use tools to carve and add shapes, texture and pattern.	Tools are used with some accomplishment.	Appropriate tools are used and controlled well to create effects.	Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects.
Print: Build up layers of colours.	Layers of colour are beginning to be used to good effect.	There are some good examples of overlapping colours to create interesting effects.	An impressive understanding of qualities of inks and paint is used to alter the opacity of layers, which creates some very striking effects.
Print: Create an accurate pattern, showing fine detail.	Some accurate patterns are achieved when creating simple prints.	Accurate patterns are achieved with more complex print designs.	Highly accurate and precise patterns are produced in a range of simple and complex print designs.
Print: Use a range of visual elements to reflect the purpose of the work.	The purpose of work is beginning to be apparent to the viewer.	Generally, choices in techniques reflect well the purpose of a work, which can be explained.	Well-chosen techniques and detailed explanations reflect very well the purpose of work.
Textiles: Show precision in techniques.	Techniques show some precision.	Techniques are generally precise	Techniques are precise and show a high level of control.
Textiles: Combine previously learned techniques to create pieces.	With encouragement, techniques are combined.	Generally, techniques are combined to good effect	Well-chosen techniques are combined to create striking pieces.
Digital Media: Enhance digital media by editing (including sound, video, animation, still images and installations).	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.

ART AND DESIGN - MILESTONE 3			
Essential Objective: To take inspiration from the greats (classic and modern)			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Give details (including own sketches) about the style of some notable artists, artisans and designers.	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.
Show how the work of those studied was influential in both society and to other artists.	There is some awareness of the context in which artworks are produced.	There is a growing understanding of art movements, cultural, religious and social contexts.	There is an in-depth understanding that artworks may be viewed within the context in which they were created.
Create original pieces that show a range of influences and styles.	Some good examples of original works that mimic some styles of others are developing.	Many good examples of original works that are clearly influenced by styles or movements are developing.	Highly original works that lend elements of a variety of styles and movements are developing.

Design and Technology
Milestone 2

DESIGN AND TECHNOLOGY - MILESTONE 2			
Essential Objective: To master practical skills			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Food: Prepare ingredients hygienically using appropriate utensils.	When reminded, appropriate utensils are chosen to safely and hygienically prepare food.	Appropriate utensils are generally chosen to safely and hygienically prepare food.	Appropriate utensils are chosen to safely and hygienically prepare food, with clear explanations for choices made.
Food: Measure ingredients to the nearest gram accurately.	With support from a teacher, accurate gram, is experienced.	There is generally accurate measurement to the nearest gram.	There is accurate measurement to the nearest gram using a variety of scales.
Materials: Cut materials accurately and safely be selecting appropriate tools.	When reminded, appropriate tools are chosen to safely cut materials.	Appropriate tools are generally chosen to safely cut materials.	Appropriate utensils are chosen to safely cut materials, with clear explanations for the choices made.
Materials: Measure and mark out the nearest millimetre.	With support from a teacher, accurate measurement and marking, to the nearest millimetre, is experienced.	There is generally accurate measurement and marking to nearest millimetre.	There is accurate measurement and marking to the nearest millimetre using a variety of scales.
Materials: Apply appropriate cutting and shaping techniques that include cuts within perimeter of material (such as slots or cut-outs).	With support from a teacher, appropriate techniques are used to cut and shape materials.	Appropriate techniques are generally chosen to cut and shape materials.	Appropriate techniques are chosen to cut and shape materials, with clear explanations for the choices made.
Materials: Select appropriate joining techniques.	When reminded, appropriate joining techniques are used.	Appropriate joining techniques are generally selected and used well.	Appropriate joining techniques are selected and used to good effect, with reasons for choices clearly explained.
Textiles: Understand the need for a seam allowance.	When demonstrated by a teacher, and support provided, appropriate allowances are made when joining fabrics.	Generally, appropriate allowances for joining fabrics are used.	Accurate and well-planned allowances for joining fabrics are used.
Textiles: Join textiles with appropriate stitching.	When demonstrated by a teacher, appropriate stitching is attempted with some good effects.	Generally, stitching is appropriate to the product and effective.	Confident and carefully chosen stitching, suitable for the product's purpose, is well executed.

Textile: Join textiles with appropriate techniques to decorate textiles.	When reminded, appropriate techniques are used to decorate textiles.	Generally, interesting and appropriate techniques are used to decorate textiles.	Excellent choices of appropriate techniques provide interesting and eye-catching textile decorations.
Electricals and electronics: Create series and parallel circuits.	When reminded, knowledge of science is applied to create series and parallel circuits in products.	Generally, science knowledge is applied well to create series and parallel circuits in products.	Science knowledge is readily applied to good effect in creating series and parallel circuits in products.
Construction: Choose suitable techniques to construct products or to repair items.	When reminded by a teacher, suitable techniques are used to construct products or repair items.	Suitable techniques are generally used to construct or repair items.	Suitable techniques are chosen and justified when constructing or repairing items.
Mechanics: Use scientific knowledge of transference of forces to choose appropriate mechanisms for a product (such as lever, winding mechanisms, pulleys and gears).	When reminded, knowledge of science is applied to creating mechanism products.	Generally, knowledge of science is applied to creating mechanism products.	Knowledge of science is readily applied when creating mechanism products.

DESIGN AND TECHNOLOGY - MILESTONE 2			
Essential Objective: To design, make, evaluate and improve			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Design with purpose by identifying opportunities to design.	During structured activities, opportunities for design are realised.	Generally, there is a good understanding of opportunities for design.	Excellent examples of suggestions for design show an in-depth understanding of the need for design.
Make products by working efficiently (such as by carefully selecting materials).	When supported by a teacher, appropriate materials are selected.	Planning of workflows and careful selection of materials means work is generally carried out efficiently.	Very efficient workflows and well-reasoned choices of materials make work very efficient.
Refine work and techniques as work progresses, continually evaluating the product design.	When encouraged, techniques are refined throughout a project to improve the design.	Generally, designs are evaluated and refined throughout a project,	Designs are continually evaluated and improved throughout a project, resulting in high-quality products.

DESIGN AND TECHNOLOGY - MILESTONE 2
Essential Objective: To take inspiration from design throughout history

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for design.	With support from a teacher, some of the most notable designers' work is examined to provide inspiration for ideas.	A growing knowledge of a range of notable designers is used to provide inspiration for designs.	An in-depth knowledge of some notable designers provides inspiration and ideas for designs.
Improve upon existing designs, giving reasons for choices.	With support from a teacher, existing designs are evaluated and improvements made.	Generally, some opportunities for improving, existing designs are made, giving reasons for choices.	Many good opportunities for developing existing designs are noticed and acted upon.

DESIGN AND TECHNOLOGY - MILESTONE 3
Essential Objective: To master practical skills

KEY INDICATORS	BASIC	ADVANCING	DEEP
Food: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).	There is some awareness of the principles and practices of safe food storage and handling.	Science knowledge is applied to the safe storage and handling of ingredients.	A thorough scientific understanding of micro-organisms is rigorously applied to the practices of storage and handling of ingredients.
Food : Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.	When reminded, mathematical knowledge is applied to accurately calculate ratios of ingredients.	Mathematical knowledge is generally applied to calculate ratios of ingredients.	Knowledge of mathematics is readily applied to calculate ratios of ingredients.
Food: Demonstrate a range of baking and cooking techniques.	When guided, a range of baking and cooking techniques is demonstrated	A developing range of baking and cooking techniques is demonstrated.	A good range of baking and cooking techniques is demonstrated.
Food: Create and refine recipes, including ingredients, methods, cooking times and temperatures.	With support from a teacher, a range of recipes are created.	A developing range of interesting recipes is created.	A wide repertoire of recipes with interesting combinations of ingredients is created.
Materials: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).	There are some good examples of precision cutting.	There are many good examples of precisions cutting using a growing range of cutting implements.	There are widespread examples of precision cutting using a wide variety of cutting implements.

Materials: Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).	When reminded, the qualities of materials are considered when selecting tools.	The properties of materials are generally considered in choosing tools.	All in-depth understanding of the properties of materials is used to carefully select appropriate tools.
Textiles: Join textiles with combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	There are some examples of effective joins.	There I a growing range of examples of effective joining techniques that show control and some precision.	There is a wide range of very effective joining techniques that show a high level of precision and control.
Textiles: Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	There are some good examples of art skills being used to provide decoration.	There are many good examples of art skills being applied to good effect to provide visual and tactile decoration.	Well-chosen art skills are used to create eye-catching decoration.
Electricals and electronics: Create circuits using electronics kits that employ a number of components (such as LEDs resistors, transistor and chips).	With support, and reminders of science knowledge, a range of circuits I created and used in products.	Science knowledge is generally applied to the design process to create products that employ a range of electronic components.	Science knowledge is readily applied to the design process, creating high
Construction: Develop a range of practical skills to create products and repair items (such as cutting, drilling and screwing, nailing, gluing and sanding).	With support, a range of practical skills are emerging to help create or repair products.	A growing range of practical skills are used effectively to make or repair products.	A wide range of practical skills are put to very effective use to make or repair a wide variety of products.
Mechanics: Convert rotary motion to linear using cams.	With support, cams are created.	A range of differently shaped cams are created.	Combinations of differently shaped cams are used to create interesting and useful movement.
Mechanics: Use innovative combinations of electronics (or computing) and mechanics in product design.	With support, combinations of design components are used in product designs.	There is some interesting experimentation with combinations of design components in product designs	There are some innovative combinations of design components in product designs.

DESIGN AND TECHNOLOGY - MILESTONE 3
Essential Objective: To design, make, evaluate and improve

KEY INDICATORS	BASIC	ADVANCING	DEEP
Deign with the user in mind, motivated by the service a product will offer (rather than simply for profit).	With guidance, products are designed with some reference to user experience.	Generally, the user experience is used as a rationale for design choice.	The experience of the user drives the design process. There are many excellent examples and explanations of how choices improve the user experience.
Make products through stages of prototypes, making continual refinements.	With support, prototypes are made and later developed.	Generally improvements are continual throughout the making process, with initial prototypes often changed radically through a number of refinements.	Initial prototypes and alternative designs are thoroughly explored and explained. Refinements are continually made throughout the making process.
Ensure products have a high-quality finish, using art skills where appropriate.	When reminded, a high quality finish is achieved by applying art skills.	Art skills are generally applied and along with attention to detail, create a high-quality	Impeccable attention to detail and the extremely effective application of art skills create a professional quality finish.

DESIGN AND TECHNOLOGY - MILESTONE 3
Essential Objective: To take inspiration from design throughout history

KEY INDICATORS	BASIC	ADVANCING	DEEP
Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	With support, elements of design from notable designers are incorporated into designs.	Generally, there are some well-reasoned choices for climbing elements from a range of designers.	An in-depth knowledge of some designers' work is reflected in some striking designs. The rationale and background to design ideas are explained thoughtfully.
Create innovative designs that improve upon existing products.	There are some good examples of designs that improve upon existing products.	There is a growing range of examples of designs that improve upon existing products.	There are some notable examples of how the design of existing product has been greatly improved.
Evaluate the design of products so as to suggest improvement to the user experience.	When reminded, evaluations are carried out throughout and at the end of the design process.	Evaluations are generally ongoing and thorough. They relate to the user experience.	The user experience drives critical self-evaluation and helps to identify current and future improvements.

Computing
Milestone 2

COMPUTING - MILESTONE 2
Essential Objective: To code (using Scratch)

KEY INDICATORS	BASIC	ADVANCING	DEEP
Motion: Use specified screen coordinates to control movement.	There is some awareness that movement may be controlled around specified screen coordinates.	There is some experimentation with controlling movement around specified screen coordinates.	There is a good understanding that screen coordinates may be used to control movement.
Looks: Set the appearance of objects and create sequences of changes.	There is some awareness of how to alter the appearance of objects and create sequences of changes.	There is experimentation with setting the appearance of objects and sequences of changes.	There is a good understanding of how to set the appearance of objects and in creating sequences of changes.
Sounds: Create and edit sounds. Control when they are heard, their volume, duration and rests.	There is some awareness of how to create and edit sound	There is experimentation with creation and editing of sound.	There is a good understanding of how to create and edit sound.
Draw: Control the shade of pens.	There is some awareness that shape of tools may be altered.	There is experimentation with altering the shape of tools.	There is a good understanding of how to alter the shape of tools to create different effects.
Events: Specify conditions to trigger events.	There is some awareness of triggers for events.	There is experimentation with various triggers for events.	There is a good understanding of how to specify triggers for events.
Control: Use IF-THEN conditions to control events or objects.	There is some awareness that IF-THEN conditions may be set.	There is some experimentation with IF_THEN conditions.	There is a good understanding of how to use IF-THEN conditions.
Sensing: Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	There is some awareness that actions may be controlled by proximity or user input.	There is some experimentation with sensing proximity of user input to trigger actions.	There is a good understanding that proximity and user inputs may be used to trigger actions.
Variables and lists: Use variables to store a value.	Some awareness of the term 'variable' that variables may be set to store a value.	There is some experimentation with using variables to store a value.	The term variable is understood, and used to store a value.
Use the functions define, set, change, show and hide to control variables.	There is some awareness of the functions to control variables.	There is some experimentation with controlling variables.	There is good understanding of how and when to use functions to control variables.

Operators: Use the Reporter operators ()+() ()-() ()/() To perform calculations.	Some calculations are performed using basic reporter operations.	Calculations using basic reporter operations are generally accurate.	Accurate and well applied calculations are performed using basic reporter operations.

COMPUTING - MILESTONE 2
Essential Objective: To communicate

KEY INDICATORS	BASIC	ADVANCING	DEEP
Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	There are some attempts to create appropriate formats for communicating ideas.	There is some interesting experimentation with formats and styles for communicating ideas.	There is a good understanding that ideas need to be presented in interesting and easy-to understand formats.

COMPUTING - MILESTONE 2
Essential Objective: To collect

KEY INDICATORS	BASIC	ADVANCING	DEEP
Devise and construct databases using applications designed for this purpose in areas across the curriculum.	There are some attempts to devise databases.	There are some good examples of databases creations across the curriculum.	There are many good examples of well-planned databases that have been created across the curriculum.

COMPUTING - MILESTONE 2
Essential Objective: To connect

KEY INDICATORS	BASIC	ADVANCING	DEEP
Give examples of the risks posed by online communications.	Some examples of online risks are offered, when questioned.	Whilst online, there is growing awareness of how to keep safe.	Many good examples of how to keep safe whilst online are provided.
Understand the term 'copyright'.	There is some awareness of the term 'copyright' and what it means.	The term 'copyright' is generally understood.	The term 'copyright' is understood and the understanding of its meaning applied to a number of contexts.
Understand that comments made online that are hurtful or offensive are the same as bullying.	There is some awareness that hurt and offence may be caused online.	In discussion, some good examples of how to behave respectfully towards others online are provided.	There is a good understanding of how to behave respectfully towards others online.
Understand how online services work.	There is some awareness of how online services work.	There is a growing understanding of how familiar online services work.	Many good examples of how online services work are provided.

Computing
Milestone 3

COMPUTING - MILESTONE 3			
Essential Objective: To code (using Scratch)			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Motion: Set IF conditions for movements. Specify types of rotation giving the number of degrees.	There is some experimentation with conditions and degrees of movement.	There is some good examples of the use of conditions and degrees of movement.	There are many well-executed examples of the use of conditions and degrees of movements.
Looks: Change the position of objects between screen layers (send to back, bring to front).	There is some experimentation with screen layers.	There are some good examples of effective manipulation of objects between screen layers.	Screen layers are used effectively to control the position and visibility of objects.
Sound: Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.	There is some experimentation with importing and editing sounds.	There are some good examples of importing and editing sounds.	There is a good understanding of the process of sound import and subsequent editing of the sound to create interesting effects.
Draw: Combine the use of pens with movement to create interesting effects.	There is some experimentation with combining tools with movement.	Some interesting effects are gained through combining tools with movement.	Some excellent effects are gained through well-planned combinations of tools and movement.
Events: Set events to control other events by 'broadcasting' information as a trigger.	There is some awareness of how to broadcast events.	There are some good examples of broadcast events.	There are many very good examples of choosing, using and explaining broadcast events.
Control: Use IF-THEN-ELSE conditions to control events.	There is some awareness of the use of IF-THEN-ELSE conditions.	There are some good examples of the use IF-THEN-ELSE conditions to control events or objects.	There is thorough understanding of the control conditions IF-THEN-ELSE.
Sensing: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.	There is some awareness that there are a range of sensing tools that may be used to control events or actions.	There are some good examples of using a range of sensing tools to control events or actions.	There are many very good well-chosen examples of, with explanations for, the use of sensing tools to control events or actions.

Variables and lists: Use list to create a set of variables.	There are some awareness of how to create a set of variables.	There are some good examples of set of variables in a range of situations.	There is a thorough understanding of how to create and use set of variables.
Operators: Use the Boolean operators ()<() ()=() ()>() ()and() ()or() not() to define conditions.	There is some understanding of the use of Boolean operators to define conditions.	There are some good examples of Boolean operators to define conditions.	There is thorough understanding of the use of operators to perform calculations and to refine the reporting of results.
Use the reporter operators ()=() ()-() ()*() ()/() To perform calculations. Pick random () to () join () () Mod () (this reports the remainder after division calculation). Round () () of ()	There is some understanding of the use of operators to perform calculations and to refine the reporting of results.	There are some good examples of the use of operators to perform calculations and to refine the reporting of results.	There is a thorough understanding of the use of operators to perform calculations and to refine the reporting of results.

COMPUTING - MILESTONE 3 Essential Objective: To communicate			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Choose the most suitable application and devices for the purpose of communication.	Some choices are made in selecting and using apps and devices for communicating ideas.	Good choices are made in selecting and using apps and devices for communicating ideas.	Excellent choices are made in selecting and using apps and devices for communicating ideas.
Use many of the advanced features in order to create high-quality, professional or efficient communications.	Some high-quality work is produced.	There are many examples of high-quality work.	There are widespread and very good examples of high-quality work.

COMPUTING - MILESTONE 3 Essential Objective: To collect			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	There is some awareness of how to devise, construct and manipulate data.	The manipulation of data is efficient and its presentation is becoming professional.	The manipulation of data is very well thought out and reasoned well. There is a high degree of professional presentation of data.

COMPUTING - MILESTONE 3
Essential Objective: To connect

KEY INDICATORS	BASIC	ADVANCING	DEEP
Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	Some examples of risks of online communities and the measures to take to minimise risks are given.	There is good understanding of the risks of online communities and the measures to take to minimise risks.	There is a thorough understanding of the risks of online communities and the measures to take to minimise risks.
Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission from the copyright holder.	There is an awareness that copyright theft is illegal.	There is good understanding that copyright theft is illegal.	There is a thorough understanding that copyright theft is illegal.
Understand the effect of the online comments and show responsibility and sensitivity when online.	Online comments are respon sible and sensitive.	There is a good awareness of the effect of online comments. Comments made online are responsible and sensitive.	Explanations show an in-depth understanding of the effect of irresponsible online comments. Comments made are responsible and sensitive
Understand how simple networks are set up and used.	There is an awareness of how simple networks are set up and used.	There is a good understanding of how simple networks are set up and used.	There is a thorough understanding of how networks are set up and used.

Languages
Milestone 2

LANGUAGES - MILESTONE 2 Essential Objective: To read fluently			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Read out loud everyday words and phrases.	With support of a teacher, some everyday words and phrases are read out loud.	Generally, familiar words and phrases are read out loud.	A growing range of familiar words and phrases are read out loud with confidence.
Use phonic (or logographic in Mandarin) knowledge to read words.	With the support of a teacher, there are some attempts to use phonic (or logographic) knowledge to read words.	Generally, phonic (or logographic) knowledge is applied when reading words.	Most words can be read because of fluent phonic (or logographic) knowledge.
Read and understand short written phrases.	With support of a teacher, short written phrases are read with some understanding.	Generally, short written phrases with familiar language can be read and understood.	Short written phrases that include some familiar words are understood.
Read out loud familiar words and phrases.	With encouragement, there is some attempt to read out loud familiar words and phrases.	There is a growing confidence in reading out loud familiar words and phrases.	Familiar and unfamiliar phrases are read out loud with confidence.

LANGUAGES - MILESTONE 2 Essential Objective: To write imaginatively			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Write or copy everyday words correctly.	With support of a teacher, there are some good attempts to write or copy everyday words.	There is increasing confidence in deciding how to write everyday words correctly.	Most familiar words are recalled rapidly and written correctly.
Label items and choose appropriate words to complete short sentences.	With support of a teacher, appropriate words are selected from a list to label items and complete short sentences.	Generally, appropriate word choices are selected from a list to label items and complete short sentences.	Carefully chosen words are used to label items and complete short sentences.

Write one or two short sentences.	With support of a teacher, one or two short sentences are written.	There is increasing confidence in deciding how to write short sentences about familiar topics.	Thoughtful, short sentences are written confidently in a wide range of situations.
Write short phrases used in everyday conversations correctly.	With support of a teacher, short phrases used in everyday conversations are written.	There is increasing confidence in deciding how to write short phrases used in everyday conversations.	Short phrases used in everyday conversations are written confidently in a wide range of situations.

LANGUAGES - MILESTONE 2
Essential Objective: To speak confidently

KEY INDICATORS	BASIC	ADVANCING	DEEP
Understand a range of spoken phrases.	With support of a teacher, some spoken phrases are understood.	There is increasing confidence in deciding what some spoken phrases mean.	Many spoken phrases about familiar topics are quickly understood.
Answer simple questions and give basic information.	With encouragement, responses and basic information about everyday events are given.	There is increasing confidence in deciding how to provide responses to questions about everyday events.	Well-considered responses to questions about everyday events are given.
Pronounce words showing a knowledge of sound (or pitch in mandarin) patterns.	With encouragement, some words are pronounced correctly.	There is a growing knowledge of and confidence in word pronunciation.	Most familiar words are pronounced accurately and confidently.

LANGUAGES - MILESTONE 2
Essential Objective: To understand the culture of the countries in which the language is spoken

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify countries and communities where the language is spoken.	During structured activities, countries where the language is spoken are explored.	There is a growing awareness of some of the countries in which the language is spoken.	There is a good awareness of many of the countries in which the language is spoken.
Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.	During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored.	There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is spoken.	There is a well-developed knowledge and understanding of the customs and features of the areas where the language is spoken.
Show awareness of the social conventions when speaking to someone.	There is some awareness that there are conventions to follow when speaking.	There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.	Social conventions are generally understood well, resulting in well-considered language choices.

Languages
Milestone 3

LANGUAGES – MILESTONE 3			
Essential Objective: To read fluently			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Read and understand the main points in short written texts.	There are some good examples of reading and understanding the main points in written texts.	There is a growing confidence in and ability to understand the main points in written texts.	Most short, written texts are quickly understood and explained.

LANGUAGES – MILESTONE 3			
Essential Objective: To write imaginatively			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Write a few short sentences about personal experiences and responses using familiar expressions.	There are some good examples of short sentences about personal experiences and responses written using familiar expressions.	Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses.	Well-chosen language is chosen to write short sentences about personal experiences and responses.
Write short phrases from memory with spelling that is readily understandable.	There are some good examples of accurate spelling when writing from memory.	Generally, spelling is mostly accurate when writing from memory.	Spelling is accurate when writing from memory.

LANGUAGES – MILESTONE 3
Essential Objective: To speak confidently

KEY INDICATORS	BASIC	ADVANCING	DEEP
Understand the main points from spoken passages.	There are some good examples of understanding the main points from spoken passages.	Generally, the main points from spoken passages are understood.	Careful listening means that the main points from spoken passages are understood well.
Ask others to repeat words or phrases if necessary.	There are some good examples of asking others to repeat words or phrases.	Generally, there is little hesitation in asking others to repeat words or phrases if necessary.	Confident requests for others to repeat words if necessary, lead to a good understanding of what is being said.
Ask and answer simple questions and talk about interests.	There are some good examples of talking about interests and asking and answering questions.	Generally, confidence is growing in making decisions about how to talk about interests, asking and answering questions.	Well-chosen language is used to describe interests and to ask and answer questions.
Demonstrate a growing vocabulary.	Basic vocabulary is generally used well.	A growing vocabulary, beyond a basic level, is developing.	A wide vocabulary is developing and used in a wide range of contexts.

LANGUAGES – MILESTONE 3
Essential Objective: To understand the culture of the countries in which the language is spoken

KEY INDICATORS	BASIC	ADVANCING	DEEP
Describe, with some interesting detail, some aspects of countries or communities where the language is spoken.	There are some good examples of interesting details being used to describe some areas in which the language is spoken.	Interesting details are selected and expanded upon to describe some areas in which the language is spoken.	Many well-chosen and interesting details are used to describe some areas in which the language is spoken.
Make comparisons between life in countries or communities where the language is spoken and this country.	During structured activities, comparisons between life in different areas in which the language is spoken are made.	Generally, some good comparisons between life in different areas in which the language is spoken are made.	Thoughtful comparisons that show similarities and differences in life in different areas in which the language is spoken are made.

Music
Milestone 2

MUSIC - MILESTONE 2				
Essential Objective: To perform				
KEY INDICATORS	BASIC	ADVANCING	DEEP
Perform from memory with accurate control, pitch and tune.	There are some good examples of singing from memory with accurate pitch and tune.	Generally, singing from memory in familiar situations is done with accurate pitch and tune.	In a wide variety of differing situations, singing from memory is done with accurate pitch and tune.
Maintain a simple part within a group.	There are some good examples of holding a simple part within a group.	Generally, a simple part is held well within a group.	Simple parts are held very well within group.

MUSIC - MILESTONE 2				
Essential Objective: To compose				
KEY INDICATORS	BASIC	ADVANCING	DEEP
Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.	There are some good examples of interesting compositions that are performed well.	Generally, compositions show a good level of decision-making in choosing elements to combine. They are performed well.	Compositions and their very good performance contain well-thought out combinations of elements, which are explained well.

MUSIC - MILESTONE 2			
Essential Objective: To transcribe			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Devise non-standard symbols to indicate when to play and rest.	There are some good examples of devising symbols that indicate when to play and rest.	Symbols are devised that indicate when to play and rest.	A series of well-thought out symbols is devised and used well to indicate when to play, rest and change others factors such as the loudness.
Recognise some standard musical notation and explain their meaning.	With support, some standard musical notation is used.	Generally, there is a growing recognition, description and use of some standard notation.	There is a recognition, good description and use of a range of standard notation.

MUSIC - MILESTONE 2			
Essential Objective: To describe music			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Use the term: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	There are some good examples of descriptions of pieces that use a range of musical language.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately.	Descriptions of pieces of music from a wide variety of contexts contain well-judged comments that show a very good understanding of musical language.

Music
Milestone 3

MUSIC - MILESTONE 3			
Essential Objective: To perform			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Sing or play expressively, with control and in tune from memory.	There are some good examples of following an example to play expressively and in tune.	Decisions on how to express a piece are developing and tuning is generally accurate.	Excellent performances show well-judged decisions on how to express a piece, and accurate tuning.
Hold a part within a round or a harmony.	There are some good examples to hold a part in a round of harmony.	Good control is developing in holding a part within a round or a harmony.	Excellent control is evident when holding a part within a round or a harmony.

MUSIC - MILESTONE 3			
Essential Objective: To compose			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.	There are some good examples of adapting models to create songs.	There is a growing confidence in and ability to create well-structured songs.	Well-structured, melodic and interesting songs are created for a number of purposes.
Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.	There are some good examples of adaptation of some elements of pieces to create new ones.	There is a growing confidence in and ability to create pieces that combine a variety of musical devices.	Well-structured, pieces that combine a variety of musical devices are developed in a wide range of contexts.

MUSIC - MILESTONE 3
Essential Objective: To transcribe

KEY INDICATORS	BASIC	ADVANCING	DEEP
Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.	There are some good examples of the use of standard musical notation to play and transcribe music.	There is a growing ability to use standard musical notation to play and transcribe music.	Simple pieces are played from and transcribed by standard notation with some fluency.

MUSIC - MILESTONE 3
Essential Objective: To describe music

KEY INDICATORS	BASIC	ADVANCING	DEEP
Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	There are some good examples of descriptions of music that use a wide range of musical language.	There are good examples of increasingly appropriate choices in musical language to describe music.	Well-chosen musical language is used to describe pieces from a wide range of contexts.
Describe how lyrics often reflect the cultural context of music and have social meaning.	There are some good responses to questions about the significance of lyrics.	There are some good suggestions as to the significance of lyrics.	There are some insightful and well-reasoned suggestions as to significance of lyrics.

Religious Education
Milestone 2

RELIGIOUS EDUCATION - MILESTONE 2
Essential Objective: To understand beliefs and teachings

KEY INDICATORS	BASIC	ADVANCING	DEEP
Present the key teachings and belief of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given.	Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures.	Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.

RELIGIOUS EDUCATION - MILESTONE 2
Essential Objective: To understand practices and lifestyles

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.	Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.	Religious artefacts and building are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.
Explain some religious practices of both clerics and individuals.	When encouraged, some good examples of explanation of the religious practices of clerics and individuals are given.	Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.	Well-thought out explanations, along with telling examples, of the religious practices of clerics and individuals are given.

RELIGIOUS EDUCATION - MILESTONE 2
Essential Objective: To understand how beliefs are conveyed

KEY INDICATORS	BASIC	ADVANCING	DEEP
Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored.	There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.	Good, well-explained examples of religious symbolism in literature and the arts are given in a range of contexts.

RELIGIOUS EDUCATION - MILESTONE 2
Essential Objective: To reflect

KEY INDICATORS	BASIC	ADVANCING	DEEP
Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.	There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.	Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.
Give some reason why religious figures may have acted as they did.	When encouraged, some reasons why religious figures may have acted as they did are given.	Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are made.	Carefully reasoned and well-explained examples, which refer to the teachings of a religion, describe why religious figures may have acted as they did.
Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored.	Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.	Some well-considered questions that have no universally agreed answers are asked and explored in depth.

RELIGIOUS EDUCATION - MILESTONE 2
Essential Objective: To understand values

KEY INDICATORS	BASIC	ADVANCING	DEEP
Explain how beliefs affect people's behaviour	There are some good examples of explanations of how beliefs affect people's behaviour.	Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.
Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions.	There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.	Apt, and very well-described instances provided for situations involving moral dilemmas.

Religious Education
Milestone 3

RELIGIOUS EDUCATION - MILESTONE 3			
Essential Objective: To understand beliefs and teachings			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions.	Generally, beliefs that are shared between religions are identified and explained.	Beliefs are shared between religions are identified and any variations to a general belief are analysed and explained.
Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities.	Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.	Well-chosen and very well-explained details are provided for how a wide range of religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.

RELIGIOUS EDUCATION - MILESTONE 3			
Essential Objective: To understand values			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Explain why different religious communities or individuals may have different views of what is right and wrong.	There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.	There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.	There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for different views of what is right and wrong.
Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.	There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.	The word 'integrity' and how this applies to one's own decisions.
Express own values and remain respectful of those with different values.	With support, personal values are explored.	There are some good examples of articulation of personal values and respect for those with different values.	Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.

RELIGIOUS EDUCATION - MILESTONE 3
Essential Objective: To understand practices and lifestyles

KEY INDICATORS	BASIC	ADVANCING	DEEP
Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted.	Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.	Well-chosen and detailed examples are provided for similarities and differences in lifestyles of different faith groups.
Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader.	There is some interesting exploration and recognition of aspects of the role of a spiritual leader.	There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.

RELIGIOUS EDUCATION - MILESTONE 3
Essential Objective: To understand how beliefs are conveyed

KEY INDICATORS	BASIC	ADVANCING	DEEP
Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs.	There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.	There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.

RELIGIOUS EDUCATION - MILESTONE 3
Essential Objective: To reflect

KEY INDICATORS	BASIC	ADVANCING	DEEP
Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings	In structured discussions the concept of identity is explored and related to religious beliefs and teachings.	There are some good examples of explanations of the concept of identity and how this relates to religious beliefs or teachings.	Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.
Explain ideas about some answer to ultimate questions and why answers may differ between individuals.	There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals.	There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers between individuals.	Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.

Physical Education
Milestone 2

PHYSICAL EDUCATION - MILESTONE 2			
Essential Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle			
KEY INDICATORS	BASIC	ADVANCING	DEEP
Games: Take part in competitive games using a variety of skills, including: throwing and catching with control and accuracy, striking and fielding a ball with control, choosing appropriate tactics to cause problems for the opposition, following the rules of the game and playing fairly, maintaining possession of a ball, passing to term-mates at appropriate times, leading others and acting as a respectful team member.	There are some good examples of skills developing and strengths are emerging in some areas. Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. Fair play is understood and there is some good cooperation with team-mates.	Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. Advanced tactics are devised and used well to gain advantage over opponents. Fair play is generally adopted and there is a good level of communication and cooperation with team-mates.	Skills are well developed in almost all areas where they are highly developed. Excellent control, accuracy and well-devised tactics are shown which outwits opponents. Fair play is always paramount and there is an excellent sense of team.
Dance: Perform dance movements and pieces by using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, creating dances and movements that convey a definite idea, changing speed and levels within a performance, developing physical strength and suppleness by practising moves and stretching.	Dance skills are beginning to develop with some control and coordination shown. There are some good examples of planning and performing sequences of moves which become clear, fluent and expressive. Dances are beginning to convey ideas well and changes in speed and level show a growing strength and suppleness.	Dance skills are generally developing well in most areas. Planning and performances of sequences of moves are well developed and movement is clear, fluent and expressive. Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction.	Dance skills are well developed in all areas and there are few areas where they are highly developed. Performances show excellent movement that is strong, fluent, coordinated and highly expressive. Ideas for expressing a mood are defined and implemented extremely effectively. Shapes are strong and stretches show a high level of suppleness.

Gymnastics: Perform gymnastics movements and pieces using a range of skills, including planning performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements, showing into sequences, showing changes of direction, speed and level during a performance, travelling in a variety of ways including flight by transferring weight to generate power in movements, showing a kinaesthetic sense in order to improve the placement and alignment of body parts, swinging and hanging from equipment safely (using hands).	Gymnastics skills are developing with some control and coordination shown. Sequences of movements are developing and beginning to show clarity, fluency and expression. There are some good examples of weight transference and a growing awareness of where the body is in a space.	Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. Good changes in direction, speed, levels and balance are fluent. Alignment and there is a good awareness of the body's position.	Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. Planning of exceptionally well-refined sequences that are fluent and expressive are performed with high level of control and poise. Dynamic movement that is gained through excellent strength, balance and awareness of body position.
Swimming: Swim between 25 and 50 metres unaided, using more than one stroke, coordinated breathing and arm and leg movements both at and below the surface	Swimming skills are developing with some control and coordination shown for more than one stroke. There are some examples of swimming below the surface of the water.	Generally, swimming skills are developing well in most areas. More than one stroke is used and coordination is generally good at and below the surface of the water.	Swimming skills are well developed in all areas where they are highly developed. Speed is achieved very well and more than one stroke is used. There is fluent, coordinated movement at and below the surface of the water.
Athletics: Compete in athletics activities using a variety of skills, including: sprinting over a short distance up to 60 metres, running over a longer distance, conserving energy in order to sustain performance, using a range of throwing techniques, throwing techniques, throwing with accuracy to hit a target or cover a distance, jumping in a number of ways, using a run- up where appropriate, improving personal best performances.	There are some good examples of athletic skills developing. Short sprints and longer-distance running are developing well. Jumping and landing is becoming controlled and throwing techniques are becoming fluid and accurate.	Generally, athletics skills well developed. Sprints are becoming powerful and an ability to converse energy over longer distances gives a competitive advantage. Jumping is becoming strong and landings controlled. Throwing is becoming accurate and powerful.	Athletics skills very well developed in all areas and highly developed in some. Sprints are powerful and speed is sustained over distance, whilst over longer distances, careful planning of pace conserves energy. Throwing is accurate and powerful.

Outdoor and Adventurous activities: Take part in outdoor and adventurous activity, using a range of skills, including: arriving properly equipped, managing risks, leading and being part of a team, supporting others seeking support, showing resilience, using maps, compasses and digital devices, remaining aware of changing conditions and changing plan if necessary.	There are some good examples of developing outdoor and adventurous skills. When guided, the right equipment is used and there is some awareness of risk. There are some good examples of playing an important role in a team and orientation skills are beginning to emerge.	Outdoor and adventurous activity skills are generally developing well. The right equipment is brought to activities and there is a good awareness of risks and steps are suggested to help manage them. Teamwork is well developed including some leadership responsibilities. Orientation skills are well developed.	Outdoor and adventurous activity skills are well developed in all areas and are highly developed in some. There is a very good level of planning of equipment, which is always suitable and appropriately packed. Risk management is very well understood and leadership roles are developed well. Orientation skills are very good.

PHYSICAL EDUCATION - MILESTONE 3

Essential Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

KEY INDICATORS	BASIC	ADVANCING	DEEP
Games: Compete in competitive games using a range of skills, including: choosing and combining techniques in game situations, working alone, or with team mates in order to gain points or possession, striking a bowled or volleyed ball with accuracy, using forehand and backhand when playing racket games, fielding, defending and attacking tactically by anticipating the direction of play, choosing the most appropriate tactics for a game, upholding the spirit of fair play and respect in all competitive situations, leading others when called upon and acting as a good role model within the team.	Games skills are becoming frequently well applied and show some level of control and coordination. Solo and team efforts are becoming sustained and a range of tactics, moves and techniques are increasingly applied to games. There are some good example of beginning to anticipate the direction of play and planning ahead as a result. There is increasing confidence in attacking the defending and the spirit of fair play is generally upheld.	Generally, games skills are well developed in most areas. Control and coordination is good and tactic, moves and techniques well developed. Solo and team efforts are sustained in a wide range of game situations. The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play.	Games skills are well developed in all areas and highly developed in some. Exceptional control and coordination is shown in a wide range of situations. Tactics are very well planned. Competitive efforts are sustained in a wide range of situations. Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. The roles of leader and team player are very well developed and there is a strong spirit of fair play.
Dance: Perform dance movements and pieces using a range of practical skills, including: composing creative and imaginative dance sequences, performing expressively and holding a precise and strong body posture, performing and creating complex sequences, expressing an idea in original and imaginative ways, planning to perform with high	There are some good examples of developing dance skills. Composition of creative and imaginative dance sequences is beginning to develop and performance becoming strong and controlled. More complex sequences are attempted and there are some good attempts to combine high energy and slower, more graceful movements. There is some evidence of some gymnastic skills being used within pieces.	Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture. More complex sequences are developed, which show original and expressive ideas. A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a	Dance skills are well developed in all areas and are highly developed in some. Compositions are excellent and show highly creative and imaginative ideas. Performances are very strong and show excellent body position and posture. Complex sequences are devised and contain highly original and expressive ideas. Well-judged changes very

energy, slow grace or other themes and maintaining this throughout a piece, performing complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).		performance. There is a strong display of strength and stamina and a good use of gymnastic skills.	appropriately. Strength and stamina are exceptional.
Gymnastics: Perform gymnastic movements and pieces using a variety of kills, including: complex and well executed sequences that include a full range of movements, fluent and expressive, including, in a sequence, set pieces, choosing the most appropriate linking elements, varying speed, direction, level and body rotation during floor performances, demonstrating good kinaesthetic awareness, using equipment to vault and swing (remaining upright)	There are some good examples of gymnastics skills developing well. Complex sequences that include a full range of movements are beginning to be developed and executed well. Shapes are beginning to be held well and set pieces are beginning to be performed well. Sequence are generally well remembered and accurate. Variations to speed and directions	Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are executed. Strong, fluent and expressive shapes are held well, including set pieces. Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong position shows a good bodily awareness. The use of equipment to vault and swing is developing well.	Gymnastics skills are well developed in all areas and highly developed in some. Complex sequences are very well executed and show excellent fluency and expression. Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged. Confident and controlled use of equipment to vault and swing is developing.
Swimming: Swim over 100 metres unaided and using a range of skills, including: using a range of skills: using breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming, using controlled strokes, turning efficiently at the end of a length.	There are some good examples of swimming skills developing well. A range of strokes are developing and they are beginning to show control. Efficient turns are starting to develop.	Swimming skills are generally well developed. Three strokes are used and generally show good breathing and controlled movements. Efficient turns are made at the end of the length.	Swimming skills are well developed in all areas and highly developed in some. Three strokes are used with controlled breathing and coordinated and controlled movements. Very efficient turns are made at the end of the length.
Athletics: Compete in athletics competitions using a range of skills, including: combining sprinting with low hurdles over 60 metres, choosing the best position for running over a variety of distances, throwing accurately and refining performance by analysing technique and body shape, showing control in take-offs and landings when jumping, keeping track of personal best performances and setting targets for improvements.	There are some good examples of athletics skills developed well. The ability to combine sprinting and hurdling is developing and there is some awareness that various running positions are required for different distances. Throwing is becoming more controlled and there is some degree of analysis of technique. Take-offs and landings when jumping are becoming more controlled and, with encouragement, targets are set for improvement.	Athletics skills are generally well developed in most areas. Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances. Throwing is generally accurate and refinements through analysis of technique are naturally made. Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set.	Athletics skills are well developed in all areas and highly developed in some. Sprinting with hurdles over 60 meters is very efficient and there are some good awareness of different running positions required for a variety of distances. Throwing is very accurate and there is a high degree of analysis of technique. Take-offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.

Outdoor and adventurous activities: Take part in outdoor and adventurous activities using a range of skills, including: selecting appropriate equipment, identifying possible risks and ways to manage them, asking for and listening carefully to expert advice, embracing both leadership and team roles and gaining the commitment and respect of a team, empathising with others and offering support without being asked, seeking support from a team and the expert if in any doubt, remaining positive even in the most challenging circumstances, rallying others if need be, using a range of devices in order to orientate, quickly assessing changing conditions and adapting plans to ensure safety comes first.	There are some good examples of outdoor and adventurous activities skills developing well. When reminded, appropriate equipment is selected and packed. There is generally a good awareness of some risks and, with encouragement, suggestions on how they can be managed are given. Team roles are played well and there is some accomplishment at leadership level. A positive disposition is usually seen, even in challenging circumstances.	Outdoor and adventurous activity skills are generally well developed. The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, If required. Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing. Experts are always consulted if there is any doubt and a positive outlook maintained throughout. There is a good awareness of the need to watch out for changing conditions, adapting plans as necessary.	Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed. Possible risks beyond the obvious are identified and very good suggestions given on how to minimise them. A very watchful eye is given to changing conditions and plans are adapted accordingly. Advice of experts is always sought if there is any doubt. Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others. A positive outlook and good companionship which gains the respect and commitment of a team are displayed.