Foundation Subjects Assessment Criteria

Milestones 2 and 3

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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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.

HISTORY - MILESTONE 3
Essential Objective: To understand chronology

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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.

HISTORY - MILESTONE 3
Essential Objective: To communicate historically

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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	Accuracy and detail provide many interesting qualities that provoke interesting

			are included in sculpture.	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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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.

To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	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 Essential Objective: To code (using Scratch)			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 responsible 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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal	There is a growing awareness of, and good examples provided for, personal experiences	Good, well-explained examples of personal experiences and feelings, and

	experiences and feelings influence attitudes and actions.	and feelings and how they influence attitudes and actions.	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 (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)

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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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	There is a good understanding of, and excellent examples provided for, the

		spiritual leader.	wide and varied role of a spiritual leader.

RELIGIOUS EDUCATION - MILESTONE 3

Essential Objective: To understand how beliefs are conveyed

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 outwit opponents through games activities

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)

HANDS – The demonstration of physical skills including throwing, catching, striking and fielding.	dribble, pass, receive and shoot with some control find space away from others move with a ball towards goal with increasing control track an opponent to slow them down. bowl a ball towards a target begin to strike a bowled ball after one bounce use overarm and underarm throwing and catching skills. return a ball to a partner use basic racket skills (grip / ball balancing) accurately underarm throw & catch a ball with a partner.	dribble, pass, receive and shoot with increasing control move to space to help team keep possession and score delay an opponent to prevent them scoring. bowl a ball with some accuracy and consistency strike a bowled ball after a bounce/with adapted equipment use overarm and underarm throwing and catching skills with increased accuracy. sometimes play a continuous game/rally I can use a range of basic racket skills (grip / ball balancing / ball juggling) return to ready position to defend own side of the court.	dribble, pass, receive and shoot with some control under pressure often make the correct decision of who to pass to and when use tracking and intercepting in defence. bowl a ball underarm with increased accuracy and consistency begin to strike a ball with a cricket/rounders bat develop a wider range of fielding skills. develop a wider range of skills and use these under some pressure (forehand / backhand) begin to apply different skills to different game situations begin to play cooperatively with a partner
HEAD – The thinking skills required to make appropriate decisions, follow rules and understand key vocabulary.	Understand more of the rules of the game and begin to use them Developing an understanding of tactics and beginning to use them in games Use key words to give feedback.	Understand more rules of the game and begin to use them Communicate with team mates to apply simple tactics Use key terminology to give feedback Understand how to improve their performance.	Understand the rules of the game and apply them honestly (incl. as official) Understand the need for tactics in different situations Know some of the positions they can play in within the game Identify when they were successful and what they need to do to improve.
HEART – The ability to play fairly, lead others and be respectful and honest to others.	Understand the benefits of exercise Work cooperatively within a group to self-manage games Begin to play honestly and fairly.	Explain what happens to the body when we exercise and how this keeps you healthy Be able to share ideas when working with others to manage a game Play with fairness and honesty.	Identify how different activities can benefit health Be able to work cooperatively with others to manage a game Play with fairness and honesty Explain what happens to the body when we exercise Use feedback to improve their work.

PHYSICAL EDUCATION - MILESTONE 2 Essential Objective: To accurately replicate actions, phrases and sequences through gymnastics activities			
KEY INDICATORS	BASIC	ADVANCING	DEEP

		(Y3 WA, Y4 WT)	(Y3 GD, Y4 WA)	(Y4 GD)
HANDS – The demonstration of physical skills with control and fluency.		complete actions with increasing balance and control (point/patch balances, rolls and jumps) move in unison with a partner.	Understand how body tension can improve control and quality of movements Safely perform balances individually and with a partner.	use strength and flexibility to improve the quality of performance create and perform sequences using apparatus, individually and with a partner use canon and matching/mirroring when performing.
HEAD – The thinking skills shown to sequence movement clearly and understanding of key vocabulary.		Use key words to give feedback With help, recognise how performances can be improved.	Identify some muscle groups used in gymnastics activities Suggest possible improvements in own and others' performances.	Use criteria to make simple judgements about performances and suggest ways they can be improved.
HEART – The ability to support others and work cooperatively.		Understand the benefits of exercise.	Explain what happens to the body when we exercise.	Work safely when learning Lead a partner through a short warm-up routine

PHYSICAL EDUCATION - MILESTONE 2 Essential Objective: To explore and communicate ideas and emotions through dance activities				
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)		ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when performing dances with expression.	use dynamic and expressive qualities in relation to an idea create short dance phrases that communicate an idea repeat, remember and perform a dance phrase.		use changes in timing and spacing to develop a dance choose actions and dynamics to convey an idea copy and remember set choreography Use simple movement patterns to structure dance phrases on own, with a partner and in a small group Use counts to stay in time.	refine the use of actions, dynamics, relationships and space choreograph phrases considering actions and dynamics accurately copy and repeat set choreography confidently perform clearly and fluently, showing good sense of timing Use counts to stay in time
HEAD – The thinking skills shown to create dances that show ideas and emotions.	use key words to provide feedback		Use appropriate language to provide feedback with lessons.	use key terminology to suggest ways to improve own/others work
HEART – The ability to work well with others and identify how to	be respectful of others when watching them perform understand the benefits of exercise		be respectful of others when watching them perform explain what happens to the body when we exercise	lead a group through a short warm-up routine identify how dance activities can benefit physical health

maintain a healthy, active lifestyle.	work with a partner and small group, sharing ideas.		use feedback to improve their work.

PHYSICAL EDUCATION - MILESTONE 2 Essential Objective: To perform at maximum levels through athletic and fitness activities			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when running, jumping and throwing.	successfully take part in a relay improve sprinting technique develop jumping for distance and height throw a variety of objects for accuracy and distance safely land when jumping.	take part in a relay knowing when to start running demonstrate sprinting and jogging techniques jump for distance and height with balance and control throw with some accuracy and power towards a target.	choose the best pace for a running event perform a range of jumps showing some technique show control at take-off and landing in jumping events show accuracy and power when throwing for distance.
HEAD – The thinking skills shown when making decisions in athletics events as well as understanding key vocabulary.	identify when they are successful.	identify when they are successful and how they can improve.	identify good performance and explain why it is good.
HEART – The ability to work at maximum levels when competing fairly and honestly.	work with a partner and in a small group, sharing ideas understand why it is important to warm-up	support and encourage others to do their best show determination to improve their personal best.	take on the role of coach, official and timer when working in a group understand how stamina and power help performance in different activities.

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
HANDS – The demonstration of physical skills when completing a range of Outdoor and Adventurous Activities.	follow and give instructions develop map reading skills demonstrate sustained running in orienteering activities.	accurately follow and give instructions confidently communicate ideas and listen to others identify key symbols on a map and help navigate around a grid show stamina within running challenges.	orientate a map confidently navigate around a course using a map demonstrate increased endurance within orienteering challenges.
HEAD – The thinking skills shown when working in small groups and making decisions as part of a team or individually.	plan and attempt to apply strategies to solve problems reflect on successes in challenges.	plan and apply strategies to solve problems reflect on when and why they were successful at solving challenges.	use critical thinking skills to approach a task reflect on successes when solving challenges and adapt in order to improve
HEART – The ability to work well with others, manage risks and demonstrate resilience.	listen and accepting of others' ideas work collaboratively with a partner and in a small group.	work collaboratively and effectively with a partner and a small group	be inclusive of others and share job roles work effectively with others, sharing ideas and agreeing on strategy.

Physical Education
Milestone 3

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills including throwing, catching, striking and fielding.	dribble, pass, receive and shoot with some control under pressure often make the correct decision of who to pass to and when use tracking and intercepting in defence. bowl a ball underarm with increased accuracy and consistency begin to strike a ball with a cricket/rounders bat develop a wider range of fielding skills. develop a wider range of skills and use these under some pressure (forehand / backhand) begin to apply different skills to different game situations begin to play cooperatively with a partner	dribble, pass, receive and shoot with increasing control under pressure quickly select the correct action for the situation create and use space to help my team use marking, tackling and/or interception to improve their defence. use a wider range of skills with increasing control under pressure strike a bowled ball with increasing consistency begin to demonstrate the correct overarm bowling technique. use a wider range of skills with increasing control under pressure (including serving / volley) select the appropriate action for a situation play cooperatively with a partner.	dribble, pass, receive and shoot with consistency under pressure quickly select the correct action for any pressured situation anticipate and use space to help my team use marking, tackling and/or interception in effective defence. use a wider range of skills with consistency under pressure strike a bowled ball with consistency and power demonstrate the correct overarm bowling technique with fluency use a wider range of skills with control under pressure (including serving / volley / slice / top spin) quickly select the appropriate action for a situation play cooperatively and competitively with a partner.
HEAD – The thinking skills required to make appropriate decisions, follow rules and understand key vocabulary.	understand the rules of the game and apply them honestly (incl. as official) understand the need for tactics in different situations Know some of the positions they can play in within the game Identify when they were successful and what they need to do to improve.	Use the rules of the game honestly and consistently (as official) Understand the need for tactics and apply some in different situations Know the positions they can play in within the game Recognise own and other' strengths and weaknesses and suggest ways to improve.	Use the rules of the game honestly and consistently using correct signals (as official) Understand the need for tactics and apply a range in different situations Know the demands of different positions they can play in within the game Recognise own and other' strengths and weaknesses and suggest ways to improve.
HEART – The ability to play fairly, lead others and be respectful and honest to others.	Identify how different activities can benefit health Able to work cooperatively with others to manage a game Play with fairness and honesty Explain what happens to the body when we exercise	Identify how different activities can benefit health Understand there are different areas of fitness Able to work cooperatively with others to manage a game Use feedback to improve their work	Identify how different activities can benefit health and identify ways they can change own habits. Understand there are different areas of fitness and know what these are. Able to work cooperatively with others to lead and manage a game

	Use feedback to improve their work.	Play fairly and honestly.	Use feedback to improve their work Play fairly and honestly.

PHYSICAL EDUCATION - MILESTONE 3
Essential Objective: To accurately replicate actions, phrases and sequences through gymnastics activities

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills with control and fluency.	use strength and flexibility to improve the quality of performance create and perform sequences using apparatus, individually and with a partner use canon and matching/mirroring when performing.	combine and perform actions, shapes and balances with control and fluency show examples of counter balance and tension with a partner	combine and perform a range of actions, shapes and balances with fluency, strength and agility. show examples of inverted and rotational movements Perform a range of actions in flight including vaults.
HEAD – The thinking skills shown to sequence movement clearly and understanding of key vocabulary.	Use criteria to make simple judgements about performances and suggest ways they can be improved.	use appropriate language to evaluate and refine own and others' work use feedback to improve their work understand how to work safely.	evaluate and refine own and others' work using key terminology. Able to offer support when safely working with a partner and understand methods to ensure safety.
HEART – The ability to support others and work cooperatively.	Work safely when learning Lead a partner through a short warm-up routine	Work collaboratively with others to create a sequence Lead a warm-up	Lead others to create a sequence which includes a range of high-end skills. Lead a full-body warm-up including stretches specific to gymnastics.

PHYSICAL EDUCATION - MILESTONE 3
Essential Objective: To explore and communicate ideas and emotions through dance activities

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills when performing dances with expression.	refine the use of actions, dynamics, relationships and space choreograph phrases considering actions and dynamics accurately copy and repeat set choreography	refine the use of actions, dynamics and relationships to represent ideas, emotions and feelings choreograph a dance safely using as prop	Use a range of fluent actions, dynamics and relationships to represent ideas, emotions and feelings choreograph a group dance using a series of props

	confidently perform clearly and fluently, showing good sense of timing Use counts to stay in time	perform confidently and fluently with accuracy and good timing Use counts when choreographing to improve the quality of work produced.	perform confidently, controlled and fluently with accuracy and excellent timing Use counts when choreographing and lead others to reach high standards in performance.
HEAD – The thinking skills shown to create dances that show ideas and emotions.	Use key terminology to suggest ways to improve own/others work	Use appropriate language to evaluate and refine own and others' work.	Use appropriate language to evaluate and refine own and others' work.
HEART – The ability to work well with others and identify how to maintain a healthy, active lifestyle.	Lead a group through a short warm-up routine Identify how dance activities can benefit physical health Use feedback to improve their work.	Understand there are different areas of fitness and how they help in dance activities Lead a small group through a short warm-up routine Work creatively and imaginatively on own, with a partner and a small group.	Identify the areas of fitness specific to dance activities Lead a class through a dance specific warm-up routine Work creatively and imaginatively on own, with a partner and a small group.

PHYSICAL EDUCATION - MILESTONE 3			
Essential Objective: To perform at maximum levels through athletic, fitness and swimming activities			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)

HANDS – The demonstration of physical skills when running, jumping, throwing and swimming unaided.	Athletics
	    choose the best pace for a running event
	    perform a range of jumps showing some technique
	    show control at take-off and landing in jumping events
	    show accuracy and power when throwing for distance.
	Swimming
	    float on front and back
	    use arms and legs together to move across the water
	    glide on both front and back
		Athletics
		    select and apply the best pace for a running event
		    perform jumps for height and distance using good rhythm and coordination
		    show accuracy and good technique when throwing for distance.
		Swimming
		    perform safe self-rescue
		    use a range of strokes effectively
		    swim confidently over a distance of at least 25m.
			Athletics
			    select and sustain a fast pace in a distance running event
			    perform excellent jumps for height and distance using rhythm and coordination
			    show accuracy, power and excellent technique when throwing for distance.
			Swimming
			    perform a series of safe self-rescue
			    use a range of strokes effectively
			    Perform a range of safe surface dives
			    Able to effectively collect items from the pool floor.
			    swim confidently over a distance of 25m+

	roll from front to back and regain a standing position swim over a distance of at least 10m with buoyancy aid / unaided		
HEAD – The thinking skills shown when making decisions in athletics events as well as understanding key vocabulary.	Athletics identify good performance and explain why it is good. Swimming explain several pool rules that help to keep them safe.	Athletics help others improve their technique using key teaching points. Swimming able to identify several methods linked to rescue situations practiced	Athletics demonstrate and support to others techniques to improve their performance Identify why techniques are used in athletic events for efficiency and best results Swimming demonstrate and support to others techniques to improve their performance
HEART – The ability to work at maximum levels when competing fairly and honestly. Understanding of water safety.	Athletics take on the role of coach, official and timer when working in a group understand how stamina and power help performance in different activities. Swimming understand the benefits of regular exercise.	understand there are different areas of fitness use strategies to persevere to achieve personal best show fair play and honesty. Swimming Identify components of fitness linked to swimming	Identify components of fitness specific to different athletics events. Demonstrate sustained and consistent effort across a range of athletics events Able to lead and support others through small group challenges and warm-ups. Swimming Demonstrate sustained effort when swimming for distance.

PHYSICAL EDUCATION - MILESTONE 3 Essential Objective: To identify and solve problems through outdoor and adventurous activities			
KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
HANDS – The demonstration of physical skills when completing a range of Outdoor and Adventurous Activities.	orientate a map confidently navigate around a course using a map demonstrate increased endurance within orienteering challenges.	orientate a map efficiently to navigate around a course demonstrate sustained effort when running within orienteering challenges.	orientate a map efficiently to navigate around a course whilst moving at speed. Perform a range of challenges on own and with others under pressure.
HEAD – The thinking skills shown when working in small groups and making decisions as	use critical thinking skills to approach a task reflect on successes when solving challenges and adapt in order to improve	use critical thinking skills to solve challenges reflect on successes and alter methods to improve.	use critical thinking skills to solve challenges and communicate these with others both verbally and non-verbally. reflect on successes and alter methods to improve.

part of a team or individually.				Act decisively when decision making.
HEART – The ability to work well with others, manage risks and demonstrate resilience.	be inclusive of others and share job roles work effectively with others, sharing ideas and agreeing on strategy.		share ideas within a group, selecting and applying the best method to solve a problem be inclusive of others, sharing roles / lead as appropriate	listen to and share ideas within a group, cooperatively selecting and applying the best method to solve a problem lead others effectively through challenges demonstrating patience and positive language when communicating.

PSHE
Milestone 2

Health and Wellbeing - MILESTONE 2 Essential Objective: Healthy Lifestyles				
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
How to make informed decisions about health (Y4)	H1	Pupils can explain the difference between physical and emotional health and show some awareness for how to care for both.	Pupils can make purposeful decisions to care for their health, understanding that sometimes they need help from a medical professional.	Pupils can explain their decisions and how it effects their health in a positive or negative manner.
To identify elements of a balanced, healthy lifestyle	H2	Developing understanding of elements that contribute to a balanced, healthy lifestyle.	Good understanding of elements of a balanced, healthy lifestyle and how to maintain these choices.	In depth understanding of the importance of keeping a balanced, healthy lifestyle with a secure understanding of elements that contribute to this.
To know about choices that support a healthy lifestyle, and recognise what might influence these	H3	With some support and through discussions, pupils can begin to make informed choices and begin to understand the concept of a 'balanced lifestyle'.	A growing understanding of the concept of a 'balanced lifestyle' is developed (including some recognition of the positive, negative, and neutral	Suitable informed choices are suggested and explained in detail (including how they can have positive, negative, and neutral consequences)

			consequences) and an understanding of how to make informed choices is shown.	and the concept of a balanced lifestyle is understood and explained clearly.
To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle (Y3)	H4	With support, pupils can identify activities of healthy lifestyle (cycling, eating well, time management) and are beginning to know how lifestyle habits can have positive and negative effects on our wellbeing.	A good understanding of the effects (positive and negative) can have on a healthy lifestyle and our wellbeing.	An in depth understanding of how habits can have a negative and positive effect on maintaining a healthy lifestyle.
To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle (Y4)	H4	Through discussion, pupils can recognise helpful and unhelpful habits in achieving a healthy lifestyle.	Pupils can organise habits into healthy and unhealthy, creating links between habits and their effects on a healthy lifestyle.	Pupils explain how habits, including digital and screen habits, can cause positive and negative effects on a healthy lifestyle.
To know about what good physical health means; how to recognise early signs of physical illness (Y4)	H5	With support pupils can define 'ill-health' and have a basic understanding of signs of physical illness.	Pupils can explain the difference between good physical health and 'ill-health', confidently identifying early sings of physical illness. Developing understanding of treatments for physical illness (flu, broken bone, sore throat).	With confidence, pupils can define good physical health and 'ill-health', including early signs and symptoms of common physical illness. Good understanding of treatments is chosen depending on the type of physical illness.
To know what constitutes a healthy diet; how to plan healthy means; benefits to health and wellbeing of eating nutritionally rich foods (Y3)	H6	With support, pupils can identify healthy/unhealthy choices of food. Pupils are developing an understanding of nutritionally rich foods and the benefits of eating nutritionally are discussed.	Opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet are recognised and discussed in increasing detail.	Pupils can make informed choices for ingredients and meals. Pupils know how a healthy diet impacts our health and can identify long and short-term benefits from eating nutritionally.
How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.	H7	Pupils can identify examples of daily and weekly exercise and with support can recognise some risks associated with an inactive lifestyle.	Pupils show good understanding of some benefits to regular exercise on our mental and physical heath. Pupils understand the link between an inactive lifestyle and some health conditions.	Pupils show enthusiasm for opportunities to be physically active and encourage others. Pupils use the link between an inactive lifestyle and our physical/mental health to persuade others to make healthier choices.

To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	H8	Pupils can identify how a lack of sleep can make your body feel. With support, pupils can identify a good sleep routine and the affect this has on our body and feelings.	Pupils demonstrate a good recall of health benefits from good quality sleep. Pupils can show understanding for some long and short term consequences of the lack of sleep.	Secure understanding of how a sleep routine can create negative and positive habits. Pupils show an in-depth understanding of different consequences for a lack of sleep on our mind, bodies and overall wellbeing.
That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.	H9	Pupils can recall everyday hygiene routines, explain their purpose and understand how bacteria and viruses can be spread.	Pupils recall and explain the purpose of everyday hygiene routine in limiting the spread of infection.	Pupils understand how the spread of bacteria and viruses can be limited by everyday hygiene routines and explain the purpose of maintaining standards.
How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	H11	Pupils understand the purpose of brushing our teeth, visiting the dentist and know what to expect.	Pupils explain how to maintain good oral hygiene with everyday routines and know how some food and drink choices can impact our teeth.	Pupils suggest hygiene routines to maintain good oral hygiene and can explain the benefits of routine steps. Pupils can identify ingredients that impact the health of our teeth.
To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (Y3)	H13	In discussions, pupils explore benefits of the internet. They can choose appropriate lengths of time for online activities with daily or unplugged activities.	Pupils can explain some benefits of using the internet, including social media sites. They can identify good understanding of how to balance time online with other hobbies and activities.	Pupils understand the importance of balancing time online (including social media) with other hobbies and activities. They can identify benefits and risks of using the internet with increasing detail.
How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	H14	Pupils can recall trusted people from their network hands – including people in and out of school.	Pupils know that medical professional as well as trusted people identified can be support them with health worries.	Pupils can identify a range of people and resources (including online) that can support them with health worries.
Health and Wellbeing - MILESTONE 2 Essential Objective: Keeping Safe				

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
How to predict, assess and manage risk in different situations (Y3)	H38	With support, pupils can provide examples of hazards in everyday scenarios. They provide some suggestions for how to manage risk in group discussions.	Explanations provided for hazards identified, with good understanding of how to manage risk in local environments.	Detail explanations of predictions and management of hazards in local and unfamiliar environments.
How to predict, assess and manage risk in different situations (Y4)	H38	With support pupils can define risk and assess if risks identified are positive or negative – showing awareness for actions and consequences.	Pupils can provide a definition for risks, showing some understanding of the four categories of risk. Pupils can sort given scenarios into negative or positive risks with an accompanying explanation.	Pupils provide ever increasing awareness of risk to predict potential risks and categorise them appropriately. Pupils justify their choices with an increasingly detailed explanation.
To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y3)	H39	Pupils can identify hazards in everyday environments (classroom, around the home) and show a basic understanding of how rules can help reduce risk.	Hazards are identified in familiar and unfamiliar locations. Pupils have a good understanding of how to reduce risk to keep themselves safe.	In depth understanding of how to check all environments for potential hazards, including how to avoid risks where possible.
To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y4)	H39	Through discussion, pupils identify hazards in images – describing potential injury and how they could reduce the risk for themselves and others in the local area.	Pupils understand the link between a hazard and risk of injury. They show ever increasing awareness of how to reduce risk in the local environment to keep themselves and others safe.	Pupils can confidently predict hazards based within a local environment and identify multiple ways to reduce risk and keep safe.
To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y4)	H39	With some support, pupils can demonstrate some understanding of risks and hazards in the local environment.	Demonstrates a good understanding of potential hazards and risks in the local environment.	Secure understanding of potential hazards and risks in the local environment, with good knowledge of how to reduce risk and keep safe.
To know the importance of taking medicines correctly and using household products safely (Y3)	H40	Pupils know the importance of behaving safely around medicines and household products.	Pupils show a good understanding of how to handle medicines and household products, identifying their purpose.	Deep understanding of medicines/household products purpose, risks and how to handle these safely.
To know strategies for keeping safe in the local environment and unfamiliar places (Y4)	H41	Through discussions, a basic understanding about managing risk in familiar situations and keeping safe is shown.	A good understanding about managing risk in familiar situations and keeping safe is shown and examples given.	A detailed and in depth understanding of how to manage risk in familiar situations an keep safe is shown and specific examples are explained clearly.
To know what is meant by first aid; basic techniques for dealing with common injuries	H43	Pupils can identify methods of first aid and choose appropriate techniques for common injuries at home and school.	Pupils can define how first aid can help everyday scenarios and deploy basic techniques to deal with common injuries.	Pupils confidently identify scenarios in need of first aid and deploy the correct techniques to deal with common injuries.

How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	H44	Pupils now that 999 is an emergency line and can identify scenarios where emergency services are required.	Pupils can confidently identify situations that require emergency services and call 999. They know what to say and how to react to different scenarios (fire, flood, injury etc).	Pupils quickly assess situations to choose the right emergency service and can provide key information, reacting calmly and appropriately to different scenarios.

Health and Wellbeing - MILESTONE 2
Essential Objective: Mental Health

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. (Y3)	H15	Pupils can identify what mental health is and with support, can identify the importance of caring for their own mental health.	A good understanding of mental health, the importance of taking care of their own mental health and others.	A secure understanding of mental health, the importance of taking care theirs/others mental health. Pupils may also begin to show an understanding of consequences for not taking care of mental health.
That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. (Y4)	H15	Through discussion, pupils can explain some of the differences between mental and physical health, whilst some strategies of caring for their own mental health.	Mental health is understood as something that needs daily care, just like physical health. Pupils can confidently identify a range of strategies that support their mental health.	In depth understanding of the importance of maintaining mental health daily and a basic understanding of potential consequences for not taking care of their mental health.
To know about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	H16	With some support, pupils can identify activities they enjoy that support their own mental health.	Pupils show a good understanding of how different activities can maintain their mental health, as well as support wellbeing daily.	Pupils can identify for themselves and recommend activities to help others maintain their mental health, as well as support wellbeing daily.
To recognise that feelings can change over time and range in intensity	H17	With some support and through discussion, pupils are aware that it is possible to feel lots of different emotions all at once (such as at times of change) are given.	Explanations about how people can feel a lot of different emotions all at once are given with some examples.	Detailed explanations about how people can feel a lot of different emotions all at once are given with specific examples explained as well.

KEY INDICATORS		BASIC	ADVANCING	DEEP
To know about everyday things that affect feelings and the importance of expressing feelings	H18	Basic explanations of the importance of noticing different feelings are made with support and some simple positive ways of sharing feelings/ helping to manage them are discussed (feel, think, react).	Good explanations provided to justify observations of feelings. Pupils are to suggest positive ways to express feelings through singing, sport, art, hobbies, etc.	Detailed explanations are made as to the importance of noticing different feelings are made. Positive ways of sharing feelings are described confidently and with explanations/ examples as to how this can help people manage them.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways (Y3)	H19	With support pupils can distinguish between not so good, good or neutral feelings – using some new vocabulary. Developing knowledge of phrases used to describe emotions and feelings – seeing red.	Pupils can identify emotions and feelings from a given moment and acknowledge that different people feel and react differently to them. Pupils provide examples of how emotions and feelings are described using colours.	Pupils use an ever-maturing vocabulary to express their own and empathise with others feelings and emotions in a given moment. Pupils understand how to show the intensity of an emotion or feeling using imagery.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways (Y4)	H19	With support, pupils can use increasingly accurate vocabulary to express their feelings to others.	Increasingly mature use of emotional vocabulary to accurately explain a range of feelings.	Confident use of a varied emotional vocabulary to accurately identify and express a range of feelings.
To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H20	Some suggestion of strategies that work for them as individuals with a developing understanding of how to deploy these appropriately in different situations.	Pupils show a good understanding of a range of strategies that can support their understanding of their own emotions as well as how to express these appropriately in different scenarios.	In depth understanding of a range of strategies, which strategies work for them, and how this varies from person to person.
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others (Y4)	H21	Through discussion, pupils can identity some mental health warning signs and how to seek support for themselves (eg. Childline)	Pupils can explain common warning signs that people struggling with their mental health may show. Confidently identify more than one place to seek support for themselves and others.	Pupils show a secure understanding of warning signs about mental health in themselves, peers and adults. Confidently identify a variety of methods to seek support.

Health and Wellbeing - MILESTONE 2
Essential Objective: Ourselves, Growing and Changing

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender,	H25	Pupils begin to have an understanding of personal identity and through discussion,	Pupils show a good understanding of their identity, as well as an	Pupils show an in depth understanding of what contributes to their personal

faith, culture, hobbies, likes/dislikes)		pupils can identify elements that contribute to who they are.	appreciation for the individuality of others, including their peers.	identity and how this differs between individuals.
To recognise their individuality and personal qualities	H27	With support, pupils can recognise personal qualities that make them individual and unique.	Pupils offer clear explanations of personal qualities that are unique to them and contribute to their individualities.	Pupils independently understand and express personal qualities that make them unique. They also understand that personal qualities depend on the individual and the benefit that this can have on community.
To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H28	Through discussions and with support, some basic reflections and celebrations of achievements, strengths and areas for improvement are made and some aspirations and goals are set.	Reflections and celebrations of achievements, strengths and areas for improvement are made and some high aspirations and goals are set.	Thoughtful reflections are made on celebrations, achievements, strengths and areas for improvement are made with examples of how they could be developed further. High aspirations and goals are set (which are specific) and an awareness of the steps needed to achieve these is shown.
To know how to manage setbacks and re-frame unhelpful thinking	H29	Through discussions, pupils develop their understanding of resilience and can identify some ways to learn from setbacks.	With given, varied scenarios, pupils show some understanding of the purpose of setbacks and how building resilience can help with this and unhelpful thoughts.	Secure understanding of the purpose of resilience and how this relates to our ability to manage set-backs and unhelpful thoughts.
To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Y3)	H30	Pupils show awareness that females usually carry a baby and in a human they are carried in a uterus (womb).	Pupils understand that females usually carry a baby and in a human they are carried in a uterus (womb) of person who has been through puberty.	Pupils confidently explain how females carry a baby in their uterus (womb) and know that male and female bodies need to go through puberty to make a baby.
To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Y4)	H30	With support pupils can identify reproductive organs that are needed to make a baby.	Pupils can accurately name reproductive organs, both external and internal, and their role in creating a baby.	Pupils confidently identifies external and internal reproductive organs and demonstrates a good understanding of the role they play in creating a baby.
To know about the physical and emotional changes that happen when approaching and during puberty (Y3)	H31	Pupils know and can identify some of the changes that happen between conception and adulthood. Pupils show some understanding of changes that happen during puberty.	Pupils know that puberty is a period of changes in adolescence and understand that changes are both physical and emotional.	Pupils confidently explain physical and emotional changes in puberty and link this to the ability to make a baby as adults.

To know about the physical and emotional changes that happen when approaching and during puberty (Y4)	H31	Pupils can identify some physical and emotional changes approaching and during puberty.	Pupils know how the female and male body changes at puberty and acknowledge that these are normal and cannot be controlled.	Pupils confidently explain physical and emotional changes with in depth understanding of how puberty brings about a range of intense emotions.
To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	H32	Pupils can link changes some changes during puberty to an increase in hygiene routines. Pupils can identify methods that help maintain personal hygiene.	Pupils explain the importance of keeping clean and methods for maintaining personal hygiene. Pupils know that personal hygiene is important during puberty and as an adult.	Pupils confidently explain how puberty changes in the body signal for a change in hygiene routines. Pupils know how to maintain good personal hygiene and the importance of this.
To know how babies need to be cared for (Y3)	H33	Pupils know babies need love and to be cared for.	Pupils know babies need love and to be cared for and can suggest actions that demonstrate this.	Pupils understand that babies need love and to be cared for and this can come in different forms from a range of people in a baby's life.
To know about the processes of reproduction and birth as part of the human life cycle (Y4).	H33	Pupils know that babies are made by a sperm joining with an ovum. With support, pupils begin to know how personal characteristics are inherited from birth parents.	Pupils can explain how personal characteristics are inherited from birth parents through a sperm joining with an ovum.	Pupils understand and can clearly explain how personal characteristics are inherited from birth parents through the process of conception.
To know about where to get more information, help and advice about growing and changing, especially about puberty.	H34	Pupils can identify individuals they can talk to or go to for advice and help.	Pupils know when to seek help and advice, identifying people and services that can provide them with information.	Pupils can explain who they would talk to if they had worries about puberty and
To identify about the new opportunities and responsibilities that increasing independence may bring (Y3)	H35	With support, pupils can collaboratively identify opportunities for growing independence. Pupils show an awareness of the importance of trust.	Pupils understand that opportunities for growing independence rely on trust and can give ever maturing examples of this. Pupils can provide example of ways trust can be earned and broken.	Pupils confidently explain how levels of trust can affect opportunities to be independent. They can explain how independence brings added responsibilities, with increased detail.
To use strategies to manage transitions between classes and key stages.	H36	Pupils can express how they feel about changing class/key stage. With support, pupils can identify strategies to help them express their feelings and manage transitions.	Pupils can identify how to manage transitions and the feelings that they and peers may feel with this type of change.	Pupils understand that different people manage their feelings of transitions differently but can still be effective for them.

Living in the Wider World - MILESTONE 2 Essential Objective: Shared Responsibilities				
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To recognise reasons for rules and laws; consequences of not adhering to rules and laws (Y3)	L1	Pupils can identify rules in school and understand that these support our 3 rights – giving examples of consequences. With support, pupils shown awareness of the complex process laws have to go through to be passed and match them to some common consequences.	Pupils can identify rules and their purpose in school and other frequent local environments (at home etc.) with good understanding of consequences. Pupils understand that laws have to go through a complex process to be passed and come with consequences if broken.	Pupils understand how rules, like laws are set with a purpose of prevention and can explain why they may still be broken. Pupils can explain how laws have to go through a complex process to be passed and describe the severity of consequences if broken.
To recognise there are human rights, that are there to protect everyone (Y3)	L2	Pupils understand that everyone is protected by human rights and identify some of our rights and freedoms from the UDHR.	Pupils recognise the importance of rights and freedoms, understanding individual responsibility to show respect for the rights of others.	Pupils can explain the purpose of UDHR, the importance of maintaining these rights and freedoms, as well as understanding the historical context of UDHR.
To recognise there are human rights, that are there to protect everyone (Y4)	L2	Understanding the purpose of human rights is to protect everyone regardless of differences.	Pupils demonstrate good understanding of human rights and can explain what to do if they think a human right has been broken (trusted adults etc.)	In depth understanding of how human rights protect people and influence our laws, giving appropriate examples.
To learn about the relationship between rights and responsibilities (Y4)	L3	With support, pupils can distinguish between a right and a responsibility.	Pupils explain the difference between a right and responsibility but also know how they relate. Pupils are providing good examples of each.	Pupils explain the difference between a right and responsibility. Pupils are providing in depth examples of each, identifying how the two concepts link to one another.
To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Y3)	L4	Beginning to define compassion and with support, understand how care and concern can be expressed to others.	Pupils can explain how caring for others and living things shows compassion and how to express care and concern to others in different scenarios.	Pupils are able to recognise the importance of compassion and caring for others, knowing how express this appropriately in a range of scenarios.
To know ways of carrying out shared responsibilities for	L5	With support, pupils can describe what can be done in school to help	Pupils can describe what can be done in school to help environmental sustainability	Pupils can describe what can be done in school to help environmental

| protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Y3) | | environmental sustainability. Working with others and with adult support, pupils can design and work on a project to do or promote this. | and can work with others to design or carry out a project to do or promote this. (e.g. paper recycling, saving water, composting, saving energy). | sustainability and the positive consequences this will have and can work independently to design or carry out a project to do or promote this. (e.g. paper recycling, saving water, composting, saving energy). |

Living in the Wider World - MILESTONE 2
Essential Objective: Communities

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To learn about the different groups that make up their community; what living in a community means (Y3)	L6	Through discussions, pupils can begin to describe how it feels to be a member of a group and with some support can explain what they do.	Descriptions on how it feels to be a member of a group and what they do are made along with some understanding of the impact of being in different groups and communities.	Detailed descriptions of what it feels like to be a member of a group and explanations of what they do are made along with a clear understanding of the impact being in different groups and communities can have on different people.
To value the different contributions that people and groups make to the community (Y3)	L7	Pupils can identify key roles within a community as well as groups that they belong to. Through discussion, pupils start to understand the MPs represent a range of opinions from people in the community.	Pupils know that people in the community can belong to multiple groups and make valuable contributions. Pupils can explain the purpose of parliament, identify the role of an MP, and understand the need to discuss and debate contributions made.	Pupils can confidently identify careers and groups of people who make active contributions to the community. Pupils know how groups and individuals in parliament debate and discuss legal issues and make decisions based upon MPs contributions for the country as a whole.
To value the different contributions that people and groups make to the community (Y4)	L7	Through discussions, pupils begin to understand that they belong to various groups and communities and can name some of these.	A variety of groups and communities that people can belong to are given and explained.	A variety of groups and communities that people can belong to are given and explained. Comparisons are made between different communities (eg different ages, genders, races/ cultures etc).

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	L8	With support, the phrase 'benefits of living in a diverse society' is understood and some of these positives are discussed.	The benefits of living in a diverse society are understood and described.	The benefits of living in a diverse society are described in detail and the impact of these on different people in society is also discussed.
To about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	L9	With support, pupils begin to show some understanding for gender stereotypes and they can influence thoughts and opinions.	Pupils have a good understanding of how gender stereotypes can negatively influence attitudes towards others and how to overcome this.	Pupils have a deep understanding of gender stereotypes and can, with increasing detail, describe how these influence peoples behaviour and attitudes towards others.

Living in the Wider World - MILESTONE 2
Essential Objective: Economics - money

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know about the different ways to pay for things and the choices people have about this (Y4)	L17	With support, pupils can identify a range of payment methods.	Pupils can explain a range of payment options and show a basic understanding of credit and debit cards.	Pupils understand a range of payment choices and is able to discuss reasons for using each payment method.
To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (Y4)	L18	With support, pupils understand that money comes from different sources and can begin to name some of these. Through discussions, pupils can say some of the different ways money is used and understand the terms spending and saving.	A clear understanding of the fact that money comes from different sources and can be used for different purposes is shown and examples given. Times when people might want to spend their money or save their money are discussed	A deep understanding of the fact that money comes from different sources and can be used for different purposes is shown with a variety of relevant examples given. Times when people might want to spend or save their money are explained in detail with reasons, examples and comparisons.
To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Y4)	L19	With support and through discussions, there is a growing recognition that if one group of people use all the resources there are not enough for others and simple examples of how this relates to the environment are given.	There is a developing recognition that if one group of people use all the resources there are not enough for others and explanations of how this relates to the environment are given.	There is a deep understanding that if one group of people use all the resources there are not enough for others and a variety of explanations of how this relates to the environment and how this has changed over time are given.
To recognise that people make spending decisions based on priorities, needs and wants (Y4)	L20	Through discussions, pupils can organise spending decisions into categories of needs and wants.	Pupils can identify the difference between needs and wants, showing a	Pupils demonstrate an in depth understanding of prioritising needs and wants when spending. Pupils may also

		BASIC	ADVANCING	DEEP
			good understanding of how to choose spending priorities (bills, rent etc.)	show an understanding of budgeting and it's purpose.
To know different ways to keep track of money (Y4)	L21	With reminders, pupils can suggest some banks/building societies accounts offered.	Pupils offer reasons for choosing different accounts and can identify key features.	In depth understanding of accounts on offer to keep track of money, including saving and the purpose of payslips.
To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Y4)	L22	With support, pupils can identify ways to keep money safe, as well as risks associated with credit accounts.	Pupils can recommend ways to keep money safe and understand that different accounts pose different levels of risk.	Justified recommendations of how to keep money safe, including benefits and risks of investment/credit accounts.
To identify the ways that money can impact on people's feelings and emotions (Y4)	L23	Through discussion, pupils can name emotions relating to given different scenarios.	Using given spending dilemmas, pupils can define some emotions accompanied with an explanation why they think this.	Pupils demonstrate growing empathy for people in different spending dilemmas – explaining how people's feelings can vary depending on their financial circumstances.

Living in the Wider World - MILESTONE 2
Essential Objective: Economics - Aspirations and Careers

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (Y3)	L25	Pupils identify things they like about themselves, and they are learning to set small achievable goals with adult support.	Pupils can identify personal strengths and areas of development and have a good understanding of how to achieve a personal outcome.	Pupils have secure understanding of how to set personal goals that challenge them, while still being achievable.
To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (Y3/4)	L26	With visual support, pupils can give examples of a range of jobs and careers that people can have.	Pupils can name a range of career and job roles, with an understanding of how given jobs can progress in a career (trainee, teacher, head of year, assistant head, headteacher etc.)	Pupils can give examples of a range of careers and their potential career paths, starting from school.
To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them (Y3)	L27	With support, pupils can give example of gender stereotypes, including some job and career choices.	Pupils understand how gender stereotypes can affect jobs/careers chosen and how to overcome it.	Confidently define and provide examples, with some understanding of how these can influence careers goals.
To identify the kind of job that they might like to do when they are older (Y3)	L31	With support, pupils can identify a range of jobs and careers that they could explore as they get older.	General understanding of a range of career paths and how educational choices can affect these.	In depth understanding of a range of career paths, including a good understanding of how

To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (Y4)	L29	Pupils understand that voluntary work is work that is unpaid and with support, understand that some job roles have a larger salary.	Pupils show good understanding for the relationship between high skilled job roles and their larger salaries. Links between money and career choices are explored.	In depth understanding of how further education in different forms (university, apprenticeship etc.) can increase earnings and widen careers choices.

Living in the Wider World - MILESTONE 2
Essential Objective: Media & digital resilience

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To recognise ways in which the internet and social media can be used both positively and negatively.	L11	With support, pupils can sort positive and negative aspects of using the internet and social media.	Pupils recognise how the internet and social media can be used positively and negatively, giving clear examples of each.	Confident recognition of ways the internet and social media can be used positively and negatively.
How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	L12	With support, pupils can assess the reliability information found online.\n\nPupils can identify some reliable sources of information from search results.	Pupils can explain steps to assess the reliability of online sources and can search for information online safely.	Pupils demonstrate an in-depth knowledge for assessing sources of information. They can explain, with added detail how a source is reliable and confidently identify information online.
To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	L15	Pupils can identify whether or not something should be shared with others.\n\nPupils know the importance of seeking consent before sharing images.	Pupils know what information is appropriate or not to share with others, including online.\n\nPupils understand that there are rules surrounding distribution of images.	Secure understanding of how to decide whether something is appropriate to share with others.\n\nPupils can explain to others common rules surrounding distribution of images online.

Relationships - MILESTONE 2			
Essential Objective: Families and close positive relationships			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To recognise that there are different types of relationships (Y3/4)	Pupils can distinguish between different relationships – friendships, family etc.	Pupils can distinguish between different relationships and adapt their behaviour accordingly.	Pupils can distinguish between different relationships and know when this means they need to adapt their behaviour.
To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (Y3/4)	Pupils know that a marriage/civil partnership is a legal declaration.	Pupils know that marriage/civil partnerships are commitments that are legally declared. They can also explain how these commitments are intended to be lifelong, although this is not always the case.	Pupils understand that marriage/civil partnerships are legal declarations that are intended to be lifelong. They may also be able to explain how some commitments end in separation or divorce, with some reasoning.
To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (Y3)	Pupils know that forcing anyone to marry against their will is a crime.	Pupils understand that getting married against their will is illegal and the legal age of consent is 18 in the United Kingdom.	Pupils understand that getting married against their will is illegal and the legal age of consent is 18 in the United Kingdom (although the age of consent can vary in different countries and cultures).
To know that people who love and care for each other can be in a committed relationship (e.g. marriage, living together, but may also live apart) (Y3)	With support, pupils can identify features of a loving and committed relationship, regardless of whether they are married or not.	Pupils can define a committed relationship and know that this is not confined to the commitment of marriage.	Pupils can define a committed relationship and understand that there are a range of ways that people can demonstrate their commitment to their significant other.
To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another (Y3)	Pupils know that being part of a caring family provides support, stability and love.	Pupils can explain positive aspects of family life and caring for one another, including how this can provide everyone with support and stability.	Pupils understand that people can provide support and care for each other in difficult times as well as good times.
To recognise and respect that there are different types of family structure (Y3)	Pupils recognise that there are different types of families – single parents, same sex parents, step-parents, blended families, foster and adoptive parents.	Pupils recognise and respect that there are different types of families and they can explain some of the similarities and differences.	Pupils recognise and respect that there different family types, seeing the benefits of alternative family units.

To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (Y3)	With support, pupils can distinguish characteristics between healthy and unhealthy family relationships.	Pupils know that spending time together can show commitment to family life and provide support in times of need.	Pupils have an in depth understanding of how families can be supportive of one another through spending time together.
To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (Y3)	With adult support, pupils can recognise what might make someone feel unhappy or unsafe in a family relationship and can discuss how they would get advice or help.	A few examples of what might make someone feel unsafe or unhappy in family relationships are explained and a variety of ways that person could seek help or advice are discussed.	A wide range of examples of what might make someone feel unsafe or unhappy in family relationships is explained and ways to get help and advice (and the effectiveness of these or best ones to choose for different situations) are discussed.

Relationships - MILESTONE 2 Essential Objective: Friendships			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (Y3/4)	With support, pupils can identify features of a positive, healthy friendship. Pupils can identify some differences between face to face and online relationships.	Good knowledge of common features of a positive, healthy friendships. Pupils can distinguish between face to face and online relationships, including the ability to identify risks and benefits.	In depth knowledge of features of a positive, healthy friendship. Pupils can identify some differences between face to face and online relationships.
To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (Y3/4)	Some awareness of strategies to resolve friendship disputes in a positive manner.	Good awareness of different strategies to solve relationship disputes and good resilience to the ups and downs of relationships.	Secure awareness of a range of strategies that can support reconciliation of different relationships.
To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (Y4)	With support, pupils make good observations about what makes a positive friendship and how to build these.	Good observations of positive friendships are built, and some explanations provided of how a good friendship can support our wellbeing.	Insightful observations of building positive friendships and secure understanding of how positive friendships can support our wellbeing.

To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (Y4)	Pupils can identify from given scenarios, why a person might feel lonely or excluded, and where to seek support.	Pupils know that actions can make others feeling lonely or excluded and are aware of some strategies to help overcome this.	Pupils understand how to prevent others from feeling excluded/lonely, as well as secure knowledge of where to seek support when needed.
To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (Y4)	Confident identification of trusted adults that they can turn to for support with online/offline friendship disputes.	Additional support strategies identified, including how to report online behaviour appropriately.	Understanding of how difference scenarios require different levels of support with friendships and good explanations of their choices.

Relationships - MILESTONE 2
Essential Objective: Safe Relationships

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (Y3/4)	With support, pupils are able to distinguish between when a secret should or should not be kept. Pupils can identify feelings associated with keeping a secret.	Pupils can confidently express how they can determine whether or not a secret should be kept, giving examples to support their opinions.	Pupils can articulately express scenarios where secrets should be kept confidential or broken, explaining why made this choice and who they would choose to speak to.
To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (Y3/4)	Pupils can explain what types of physical contact is acceptable/unacceptable and how this makes us feel. Pupils know how to respond to unwanted contact, say no and report to a trusted adult.	Pupils can confidently distinguish between examples acceptable/unacceptable types of physical contact and explain how this can make us feel. Clear explanations why types of physical contact relate to their relationship with the other person (doctor, parent, friend etc.). Pupils can recall multiple strategies to respond to unwanted physical contact, including how to report.	Pupils articulately explain how our feelings can help us distinguish between acceptable/unacceptable physical contact. Pupils can recommend strategies to respond to scenarios of unwanted physical contact.
To know about seeking and giving permission (consent) in different situations (Y4)	Pupils can define consent and with support, can give example of needing consent in everyday situations.	Pupils know how to give or deny consent in different situations, as well as the importance of seeking consent from others.	Pupils can explain how to seek consent from others and can confidently explain to others how to

			give or deny consent in a range of situations.
To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (Y4)	Pupils can identify negative feelings associated with peer pressure and with support, recall how some strategies for managing this.	Pupils know feelings (anxiety/fear) associated with peer pressure and how to manage situations that may be dangerous.	Pupils understand that feelings in peer pressure situations can influence our choices. They can predict multiple outcomes and choose strategies that keep them and others safe.
To identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (Y4)	Pupils know where to report safety concerns and can identify trusted adults.	Pupils know how and where to report their concerns for others, including online.	Pupils show an in-depth understanding of how to report concerns (including online) and know the importance of reporting to the right people/adults.

Relationships - MILESTONE 2
Essential Objective: Managing hurtful behaviour and bullying

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (Y4)	Pupils know that bullying comes in different forms – emotional, physical, verbal etc. With support, pupils can describe the emotional impact of this bullying behaviour.	Pupils understand how bullying in different forms can impact others in different ways – including cyber-bullying. In discussion, pupils can explain potential consequences of bullying for both the bullies and victims.	Pupils empathise with victims of bullying in all forms, as well as understanding why people choose to bully. Pupils can distinguish between the severity of consequences of bullying and other hurtful behaviour.
To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	With support, pupils learn what it means to be a witness and how they can respond or report to bullying.	Pupils understand that their response as a witness can influence a situation both on and offline. They can provide some strategies to respond to bullying as both a victim and witness. Pupils clearly explain how to report concerns to trusted adults or external support systems such as ChildLine.	Pupils can recommend different strategies to respond to different forms of bullying as a witness and victim. They show consideration for the consequences of their response as well as the act itself. Pupils confidently choose appropriate options to report concerns in different scenarios.

Relationships - MILESTONE 2
Essential Objective: Respecting self and others

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (Y4)	Pupils can listen to people whose traditions, beliefs and lifestyles are different to their own and with support, ask questions.	Pupils respectfully listen to a wide range of people whose traditions, beliefs and lifestyles are different to their own and respond giving careful thought and consideration.	Pupils appreciate the differences themselves and someone who have other traditions, beliefs and lifestyles.
To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (Y4)	With support, pupils can take part in discussions and debates, working as a team their peers.	Pupils can work as a team in discussions and debates, whilst showing some understanding of how to respectfully challenge to opinions they disagree with.	Pupils use their knowledge to support their opinions in discussions and debates. They can build on others opinions and constructively challenge others.

Health and Wellbeing - MILESTONE 3 Essential Objective: Healthy Lifestyles				
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	H8	Pupils know how sleep contributes to a healthy lifestyle and how to use some sleep strategies.	Pupils can explain the impact of good sleep routine on achieving a healthy lifestyle and can refer to different sleep strategies that can assist them.	Pupils have an in-depth understanding of how sleep can help achieve a healthy lifestyle. Pupils can recommend different sleep strategies and express the importance of maintaining these.
That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (Y5)	H9	Pupils know how bacteria and viruses can affect our health and identify how the spread of germs can be reduced.	Pupils can explain how the spread of bacteria/viruses occur and the impact this can have on our health. Pupils can confidently identify everyday hygiene routines and express the importance in maintaining these.	Pupils can provide scientific explanations of how viruses/bacteria are spread. Pupils explain the range of impacts germs can have on our health and recommend everyday hygiene/cleaning routines that reduce risk.
To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (Y5)	H10	With support, pupils can identify reasons for taking medicines such as paracetamol and ibuprofen. Pupils are aware of how vaccines and immunisations can prevent some diseases.	Pupils can answer 'what, why, how' questions about a given medicine and explain how some medicines are used daily and some only in emergencies. Pupils can explain how vaccines and immunisations can actively prevent the spread of disease.	Pupils confidently answer 'what, why, how' questions for common medicines and explain how some medicines are used daily and some only in emergencies. Pupils can draw a diagram and explain how vaccines and immunisations actively prevents the spread of disease.
To know of the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat	H12	With support, pupils can recognise benefits and risks/dangers of prolonged sun exposure. Pupils can identify how to reduce risk on a daily basis.	Pupils know the benefits and risks/dangers of prolonged sun exposure, including short- and long-	Pupils assess benefits and risks/dangers of short and long sun exposure, recommending appropriate methods to

KEY INDICATORS		BASIC	ADVANCING	DEEP
stroke and reduce the risk of skin cancer (Y5)			term impact on our health. They know how to use a range of methods to manage risk and keep themselves safe.	manage risk and keep themselves/others safe.
To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	H13	Pupils can distinguish between positives and negatives of internet use and can balance online activities with unplugged activities.	Pupils identify positive aspects of the internet. Pupils provide a definition for 'digital wellbeing' and understand the importance of maintenance.	Pupils provide their own definition for digital wellbeing. They can explain the relationship between digital wellbeing and maintain a balanced lifestyle.
How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	H14	Pupils identify adults that they can trust and know the importance of communicating worries about their health.	Pupils know how to access support in and out of school, identify people and organisations to help with health worries.	Pupils know when and how to choose appropriate levels of support for health worries, as well as identifying people from their trust networks.
To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (Y6)	H15	Pupils understand that physical and mental health need to be equally cared for.	Pupils have a good understanding of how to care for physical and mental health that can be cared for in different ways.	Pupils have an in-depth understanding of how to choose appropriate methods to care for both physical and mental wellbeing.

Health and Wellbeing - MILESTONE 3 Essential Objective: Keeping Safe				
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (Y6)	H37	Pupils identify reasons for enforcing age restrictions for social media, tv, games, film and more.	Pupils justify age restrictions for different products and understand how this help guide people to making appropriate choices to reduce the risk of a negative impact on personal safety and wellbeing.	Pupils explain and justify how age restrictions guide parents and children to making appropriate choices of entertainment. They demonstrate an in-depth understanding of the impact that early exposure can have on their personal safety and wellbeing
How to predict, assess and manage risk in different situations (Y5)	H38	With support, pupils identify whether situations are risky or safe with some justification provided. Pupils show some understanding of the risk of gambling.	Pupils can assess and manage risk – including gambling - in different situations with growing confidence and clear justifications, including the risk triangle. Pupils can predict and assess situations to avoid some types of risk and know that	Pupils confidently predict, assess and identify a variety of strategies, such as the risk triangle, to manage risk in different situations. Pupils understand how adults manage financial risks when gambling.
How to predict, assess and manage risk in different situations (Y6)	H38	In groups, pupils can assess given scenarios into negative and positive risk	Pupils identify risk levels in a range of scenarios. They know how risk factors –	Pupils understand that risk levels vary but can be reduced if predicted, assessed and

Key Indicator	Code	BASIC	ADVANCING	DEEP
		categories. Pupils show an understanding that risk is a daily occurrence and can give some examples.	including addiction - vary and use information to help them assess manage potential risks.	managed correctly. They have an in depth understanding of how risk factors influence risk levels in a variety of scenarios.
To know strategies for keeping safe in the local environment and unfamiliar places	H41	Pupils recall basic strategies to keep themselves safe in unfamiliar environments, identify potential risks.	Pupils predict and assess local environments for hazards and can identify additional dangers caused by seasonal events (fireworks night, Halloween etc.)	Pupils confidently assess risk in known and unknown environments. They predict risks and know that seasons create additional dangers that have to be taken into consideration – giving their own examples.
To recognise the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (Y6)	H42	With support, pupils have a growing awareness for the importance of keeping personal information private. Pupils discuss how to manage requests for information and what to do if they are concerned.	Pupils know how to keep personal information private and understand potential risks of sharing it. Pupils can assess if information/images are appropriate to share and how to report concerns or inappropriate content online/offline.	Pupils have an in-depth understanding of when to keep personal information private and assess the potential risks of sharing it. Pupils can assess if information/images are appropriate to share and how to report concerns or inappropriate content online/offline
To know what is meant by first aid; basic techniques for dealing with common injuries	H43	Pupils can use simple first aid techniques to treat common injuries and know that some injuries need more serious treatment.	Pupils can administer some first aid techniques to treat common injuries. They understand how to assess the seriousness of an injury and when to seek assistance.	Pupils have an in depth understanding of first aid techniques and can evaluate when to help and assess when to seek help for more serious injuries.
How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	H44	Pupils can identify which emergency service is required in scenarios and know that sometimes more than more service is needed. With support, pupils can use techniques to keep themselves calm and focused in an emergency situation.	Pupils can use LIONEL to help guide them through calls to emergency services and provide all information needed. Pupils know the benefit of keeping calm in an emergency and how to achieve this.	Pupils evaluate the purpose of LIONEL and can teach others how to use it when talking to an emergency call handler. Pupils can use techniques to keep themselves and others calm during an emergency.
Health and Wellbeing - MILESTONE 3 Essential Objective: Mental Health				
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)

To know that mental health is part of daily life; the importance of taking care of mental health.	H15	Pupils know the importance of caring for our mental health. They can identify that taking care of physical health can help our mental health, and vice versa.	Pupils can explain the importance of mental health and have a good understanding of the link between mental and physical health.	Pupils clearly explain how mental health and physical health impact one another, as well as how to encourage others to understand the importance of caring for our mental health.
To know about strategies and behaviours that support mental health	H16	Pupils can identify strategies and positive behaviours that support their mental health.

Pupils can sort given activities by frequency and show some understanding for how physical exercise influences mental wellbeing. | Pupils organise strategies that support their mental health by recommended frequency.

Pupils can explain how physical exercise, sleep and other behaviours can support mental and physical health. | Pupils know and can recommend strategies to others that can support their wellbeing both long and short term.

Pupils show an in-depth explain the positive and negative impact that behaviours can have on our mental wellbeing. |
To recognise that feelings can change over time and range in intensity	H17	With support, pupils can map out how feelings grow, change, pass or become stronger with time – identifying some situations that can trigger emotional changes.	Pupils can explain how feelings can change and vary in intensity over short and long periods of time – providing good examples. They know that people have different emotional experiences to the same situation.	Pupils confidently explain how situations can affect our feelings and that they can vary in intensity over different lengths of time. Pupils understand and can explain how one situation can trigger a range of emotional responses.
To know about everyday things that affect feelings and the importance of expressing feelings	H18	During discussions, pupils can identify common occurrences that impact their emotions. Pupils know it is important to express their feelings to trusted people/adults.	Pupils can predict situations that can affect feelings – common and uncommon. Pupils explain how withholding feelings can have physical and emotional consequences.	Pupils can predict and assess triggers in situations that can affect feelings. Pupils explain how withholding feelings can have physical and emotional consequences.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways	H19	With support, pupils apply 'Zones of Regulation' with supporting strategies to express and reflect on their feelings.	Pupils apply 'Zones of Regulation', along with other strategies to identify and reflect on their feelings – including the impact it has on others. Pupils identify forms of expression that suit them.	Pupils apply 'Zones of Regulation', and preferred strategies to process their feelings – including the impact it has on others. Pupils identify forms of expression that suit them and can recommend strategies to others.
To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H20	Pupils can choose strategies that work for them to help them respond to intense and conflicting feelings, including stress and anxiety. They can identify appropriate and inappropriate reactions to their emotions in common situations.	Pupils identify situations that can trigger intense or conflicting feelings, such as stress and anxiety. They can explain how reactions can be appropriate and proportional to the situation, giving some examples.	Pupils can recommend strategies to respond to emotionally triggering situations. They can suggest how behaviour can be altered to be appropriate and proportional.
To recognise warning signs about mental health and wellbeing and	H21	Pupils can identify warning signs that their body when they are anxious/worried etc.	Pupils recognise warning signs that children and adult bodies experience and	Pupils recognise warning signs that different bodies experience and know the

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING	DEEP
how to seek support for themselves and others		and can recall where to seek support for themselves, peers and adults.	know how this can signal time to seek support.	level of support they or others might need.
To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H22	Through discussion, pupils can explain how different people experience mental ill health and what this may look like.

Pupils know that support and help can resolve most difficulties, identifying trusted adults they would talk to. | Pupils understand that mental health is on a scale that can move at any time, and this effects people differently.

Pupils explain how seeking help and support can resolve some situations, as well as identifying different people and organisations that they can discuss their feelings with. | Pupils know that everyone's mental health can be moved on the scale because of emotionally triggering situations.

Pupils know that different people need different levels of support and can describe what this may look like and who they can discuss their feelings with. |
| To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement | H23 | Pupils know that life is full of changes, including death and through discussions, pupils show some emotions associated with loss and change – including grief.

There is a growing awareness of strategies that can help manage change or loss and know when to ask for help. | Pupils understand that changes can create feelings of loss or grief, and some situations will create conflicting feelings.

Pupils utilise a range of strategies to cope with loss and other aspects of change – knowing when it is time to ask for help. | In depth explanations of how changes can create feelings of loss, grief, and other conflicting feelings.

Pupils recommend strategies to cope with loss and other aspects of change, as well as assessing when help is needed. |
| To choose problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (Y6) | H24 | Pupils can choose an appropriate problem-solving strategy that can be utilised in a variety of scenarios. | Pupils utilise a range of problem solving strategies and can explain how behaviour can be assertive, aggressive or passive when feeling pressured. | Pupils can recommend appropriate problem solving techniques to different scenarios. They can choose their response and know when it is appropriate to be assertive, aggressive or passive. |

Health and Wellbeing – MILESTONE 3 Ourselves, growing and changing				
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H25	Pupils know that personal identity is who we are and discuss elements that contribute to who they are.	Pupils understand how personal identity makes them unique and recognise features can be decided (likes/dislikes) or inherited.	Pupils confidently identify features in themselves and others that are decided or inherited.
Pupils know that for some people gender identity does not	H26	Pupils respect that for some people, their gender does not match their biological sex.	Pupils know that when a gender identity does not match the biological	Pupils understand the impact that occurs when a gender identity does not match the biological sex of the person

correspond with their biological sex			sex of the person, this can impact mental health.	and can suggest where support and help can be found.
To recognise their individuality and personal qualities	H27	With support, pupils can recognise personal qualities that build their individuality that they should be proud to express.	Pupils know the importance of recognising, respecting and expressing their individuality in a variety of different ways.	Pupils know the importance of recognising and expressing their individuality, while respecting the different ways others choose to express themselves.
To know about the physical and emotional changes that happen when approaching and during puberty	H31	Pupils recognise changes to male and female bodies physically and emotionally during puberty. Pupils know that puberty is a natural process that happens to everyone.	Pupils understand how bodies change physically and emotionally throughout puberty – drawing some comparisons between male and female experiences.	Pupils confidently explain how the human body develops throughout puberty, exploring similarities and differences between male and female transitions.
To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	H32	Pupils understand that puberty triggers hormonal changes that change hygiene routines and discuss how to maintain good personal hygiene.	Pupils understand hormonal changes during puberty, requires change to hygiene routines – including feminine hygiene and provide methods for maintenance of personal hygiene.	Pupils explain how hormonal changes and changes to the body require necessary change to hygiene routines – including feminine hygiene and suggest how to maintain personal hygiene daily, weekly and monthly.
To know about the processes of reproduction (Y5)	H33	Pupils show awareness for how sexual intercourse can lead to conception which can be prevented.	Pupils understand how sexual intercourse can lead to conception and know that contraception can prevent pregnancy. Pupils begin to understand how IVF is used to help adults conceive.	Pupils can explain how sexual intercourse can lead to pregnancy and contraception can be used to prevent pregnancy. Pupils can explain how IVF is used to help adults conceive and may be able provide some reasons IVF is chosen.
To know about the processes of reproduction and birth as part of the human life cycle (Y6)	H33	With support, pupils can order the stages of development from conception to birth.	Good written explanations of how a baby develops from conception to birth. Pupils understand how the gestation period fits into the human life cycle.	Detailed written explanations of how the human life cycle begins with conception and birth, including correct use of scientific terminology.
To know about where to get more information, help and advice about growing and changing, especially about puberty	H34	Pupils can identify trusted sources of information and individuals that can provide them with help and advice.	Pupils choose reliable sources of information as well as identifying people and services that can provide them with help and advice.	Pupils recommend a variety of ways that information, support and advice can be sought from a range of reliable people and sources.
To know about the new opportunities and responsibilities	H35	Pupils can identify emotions that new opportunities and responsibilities can	Pupils know that new opportunities and responsibility to behave	Pupils know the responsibility that they have to themselves and others as

that increasing independence may bring		bring. They show an understanding of trust and the link to independence.	appropriately. They know that trust is lost quicker than it is earnt and to distinguish between pressure and encouragement.	their independence grows. They can assess situations to distinguish between pressure and encouragement, prioritising themselves while helping others.
To use strategies to manage transitions between classes and key stages.	H36	Pupils understand that transitions can cause stress and anxiety – which in turn can alter behaviour choices.	Pupils show a good understanding that stress and anxiety can fluctuate during periods of transition. They can choose targeted strategies to manage these fluctuations.	Pupils show an in-depth understanding of how anxiety and stress can influence behaviour during times of transition or change. They can confidently call on strategies to manage a range of scenarios.

Healthy and Wellbeing - MILESTONE 3
Essential Objective: Drugs, alcohol and tobacco

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. (Y5)	H46	Pupils understand that all drugs cause an effect on the body and with support, can identify risks of some common drugs.	Pupils can identify effects and potential risks of legal drugs. They know that all drugs have some impact on the body and can describe some of these changes.

Pupils know that effects and risks can be immediate, or with frequent use of a drug, appear over a longer period. They know that regular drug use can create habits that are hard to break. | Pupils can explain how different drugs come with their own set of risks and have different effects on the body.

Pupils can distinguish between long and short-term risks and effects of a drug. They understand that some drugs are more addictive and can create habits that can be hard to break. |
| To know about the risks and effects of legal drugs and their impact on health; recognise that drug use can become a habit which can be difficult to break. (Y6) | H46 | Pupils can recall physical and mental effects of some legal drugs can cause – showing some awareness that effects can vary in their longevity. | Pupils know that drugs are often taken for their physical and mental effects on the body but there are often other side effects and consequences. | Pupils provide in depth explanations of how different drugs result in different side effects – positive and negative – as well as some short and long term side effects. |
| To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (Y6) | H47 | Pupils understand and explain the difference between legal and illegal drugs. | Pupils know that some drugs are legal and illegal to take, use and give to others – providing some examples. They know that even legal drugs have laws about how they are sold. | Pupils identify drugs that are legal and illegal. They know that there are laws that protect people from all drugs and can identify legal ages to buy alcohol, tobacco, vapes or medicine. |

To understand why people choose to use or not use drugs (including nicotine, alcohol and medicines) (Y6)	H48	In group discussions, pupils suggest reasons why people to use or not to use legal drugs.	Pupils understand the difference between medical and recreational drugs and have some knowledge of why people choose to use or not use drugs.	In depth understanding of how influences can interfere with reasons why people choose to use or not use drugs – including medical decisions.
To know that there are mixed messages in the media about drugs, including alcohol and smoking/vaping (Y6)	H49	Pupils are aware of how the media sends messages through advertisements.	Pupils understand why advertisements and social media are used to send message and know that some posts are paid promotions.	Pupils clearly understand how media presents mixed messages about drugs and can explain the impact of paid promotions and how they be misleading.
To know that there are mixed messages in the media about drugs, including alcohol and smoking/vaping (Y6)	H49	Pupils can sort advertisements and other media messages that benefit knowledge, or profit.	Pupils can identify how the media give mixed messages about legal drugs and these can vary depending on their purpose.	Pupils can confidently distinguish the purpose of media messages and understand how this can create a sense of mixed messages in adolescence.
To recall organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	H50	With support, pupils can recall organisations that can provide support and recall their support networks.	Pupils recognise and recall a range of support and organisations that can provide support around drug use.	Pupils know when different levels of support may be requires and can recommend organisations to assist.