

APPENDIX 1

Academic Guide for Parents 2017/2018

CORE SKILLS

Art Core Skills

Band 1

- Recognise and mix primary colours and tones
- Use colour expressively
- Experiment with the marks that can be made with different drawing instruments on a range of surfaces
- Create different textures with a variety of materials and tools
- Begin to represent familiar figures and objects with free lines and shapes
- Use drawing, painting and sculpture to develop and share experiences and imagination ideas
- Make and manipulate clay forms to suggest a subject

Band 2

- Begin to analyse colours and mix them more purposefully
- Distinguish between tone and pure colour (hue)
- Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces
- Draw from observation
- Begin to show relationships between objects and figures in drawings and paintings and show some sense of scale
- Look at drawings and paintings and describe what is happening and what materials were used
- Design and make simple pottery

Band 3

- Use a sketchbook to record observations and use them to review and revisit ideas and processes – including drawing, designing, experimenting, collecting and annotating – as part of an ongoing creative method
- Analyse and mix increasingly subtle colours and tones and show an awareness of the effects of warm and cool colours, of complementary and harmonious colours and of variations in tone
- Develop and evaluate a variety of art, craft and design techniques, including drawing, painting and sculpture with a range of materials
- Draw from memory, imagination and observation using an increasing range of fine and broad media, demonstrating control of line, shape, colour and tone
- Paint with increasing control of colour and tone, including mixing and applying paint in different ways to match and to make new colours
- Lift an impression or print from a textured or incised surface using a stamp or block
- Use clay, paper, card and found materials to explore three dimensions and develop an understanding of the tactile properties of textures and surfaces
- Demonstrate an appreciation of significant artists, architects and designers in history and also within contemporary contexts

Band 4

- Use a sketchbook to support the creative design process through drawing, designing, experimenting, investigating, documenting, annotating and reviewing
- Demonstrate careful control of line, shape and tone when drawing
- Paint with increasing awareness of line, shape, colour, tone and texture
- Design and construct 3D models, using clay, paper, card and found materials
- Use printing and pattern-making techniques to design and lift an impression or print from a textured or incised surface
- Examine and appraise the work of significant artists, architects and designers

Band 5

- Use a sketchbook to support the creative design process through drawing, designing, experimenting, investigating, collating, annotating, analysing and evaluating
- Expressively control line, shape and tone when drawing
- Paint with increasing awareness of line, shape, colour, tone and texture by mixing and controlling the application of different types of paint
- Use a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc. using watercolour, tempera and acrylic
- Explore a diverse range of artistic processes (for example, fabric collage and willow weaving).
- Critically and technically analyze and evaluate artwork (own and others); identify key features, make comparisons and use this information to inform and improve own artwork
- Analyse and evaluate the work of artists, architects, and designers, and express reasoned judgments that can inform own artwork

Band 6

- Develop a critical understanding of the work of artists, architects and designers, including showing an awareness of the importance of social, cultural, political and religious contexts
- Create original artwork that demonstrates a high-level of competence with a range of artistic techniques
- Express a personal interest in various forms of art by attending galleries and exhibitions

Computing Core Skills

Band 1

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Band 2

- Understand what algorithms are and how they are implemented as programs on digital devices
- Appreciate that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support with concerns about content or contact on the internet or other online technologies.

Band 3

- Understand computer networks including the internet and the opportunities they offer for communication and collaboration
- Use search technologies effectively and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

Band 4

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Solve problems by decomposing them into smaller parts
- Begin to use programming languages when solving computational problems
- Undertake creative projects that involve selecting, using, and combining different applications, to achieve set goals
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Band 5

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; compare the utility of alternative algorithms for the same problem
- Use programming languages to solve a variety of computational problems
- Undertake creative projects that involve selecting, using, and combining multiple applications, to achieve challenging goals, including collecting and analysing data and meeting the needs of users
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting online identity and privacy
- Recognise inappropriate content, contact and conduct and know how to report concerns

Band 6

- Demonstrate a high-level of knowledge in computer science, digital media and information technology
- Apply analytic, design and computational skills when solving problems
- Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming
- Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

English Core Skills

Band 1

Reading

- Apply phonic knowledge until automatic decoding is secure and reading is fluent
- Read words with common suffixes and more than two syllables
- Demonstrate an awareness that certain combinations sound different in different ways, **bread/read**
- Read the first 200 keywords
- Begin to read with expression and understand the use of a full stop
- Recount what has happened in a story

Writing

- Write simple compound sentences
- Write in different formats (structures)
- Be able to name and use simple grammatical forms, including adjectives, adverbs, prepositions, conjunctions
- Use simple punctuation (capital letters, full stops, commas, question marks and exclamation marks)
- Ensure letters are correctly formed

Speaking and Listening

- Talk with confidence about a topic
- Listen and respond to peers
- Join in group discussions

Band 2

Reading

- Use a range of strategies to decode unfamiliar words
- Understand how commas are used to give reading more meaning
- Read texts aloud varying intonation, tone and volume
- Ask questions to improve understanding of text
- Use a dictionary to check the meaning of words

Writing

- Express time and cause using conjunctions, including when, so, before, after
- Use adjectives and adverbs with increasing confidence
- Use paragraphs to group related ideas
- Use headings and subheadings for layout
- Know how to add speech marks in creative writing
- Ensure that the correct letter formation is being used

Speaking and Listening

- Begin to adapt style and content to the needs of the listener
- Listen carefully in different contexts

Band 3

Reading

- Become increasingly familiar with a wide range of books, including fairy stories, myths and legends
- Ask relevant questions to improve understanding of a text
- Predict what might happen from details stated and implied
- Distinguish between statements of fact and opinion
- Retrieve and present information from texts
- Explain and discuss understanding of a text, including providing reasoned justifications for ideas

Writing

- Plan and develop initial ideas, drawing on reading and research where necessary
- Write compound sentences using a variety of conjunctions
- Demonstrate an awareness of spelling patterns and apply these when writing
- Use dictionaries and thesauruses
- Understand how to use apostrophes to show omission and possession, including possessive plurals
- Assess the effectiveness own and others' writing and suggest improvements

Speaking and listening

- Read aloud a wide range of books and poetry with accuracy and at a reasonable speaking pace
- Prepare readings and presentations, with appropriate intonation to show understanding

Band 4

Reading

- Understand new vocabulary using the context in which a word is used or using a dictionary
- Read from a range of genres, including fiction, non-fiction and poetry
- Make comparisons within and across books
- Make inferences where something is implicit within a text
- Evaluate how authors use language, sentence structure and punctuation, considering the impact on the reader

Writing

- Write with increasing fluency
- Identify the audience for and purpose of a piece of writing, selecting the appropriate form
- Correctly punctuate direct and reported speech
- Ensure the consistent and correct use of tense throughout a piece of writing
- Proof-read writing for spelling and punctuation errors

Speaking and listening

- Speak confidently and effectively in a range of formal and informal contexts
- Give short speeches and presentations, expressing ideas clearly and succinctly

Band 5

Reading

- Identify the purpose of and audience for a piece of writing
- Justify ideas, including making inferences, using evidence from the text

- Structure answers using 'Point – Evidence – Explain'
- Identify and comment on the effectiveness of figurative language
- Recognise a range of poetic conventions
- Make critical comparisons across texts

Writing

- Use a wide range of vocabulary
- Develop ideas using compound and complex sentences
- Structure writing in an effective and interesting way
- Adapt style and tone according to purpose and audience
- Amend the vocabulary, grammar and structure of a piece of writing to improve its coherence and overall effectiveness
- Ensure fluency through the use of correct punctuation, including using semi-colons, colons and dashes

Speaking and listening

- Listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- Participating in formal debates and structured discussions, summarising and/or building on what has been said

Band 6

Reading

- Read a wide range of challenging literature and literary non-fiction
- Identify and interpret different themes in a single text and across texts
- Critically evaluate texts by drawing on knowledge of their context, including social, historical and cultural contexts
- Evaluate the effectiveness of a range of poetic conventions
- Analyse aspects of plot, characterisation and setting and the relationships between them

Writing

- Enhance writing through the use of figurative language as well as literary and rhetorical devices
- Make notes, draft and write for a wide range of purposes and audiences
- Select and organise facts and ideas in an effective and interesting way
- Restructure writing, including amending its grammar and vocabulary, to improve its coherence, clarity and overall effectiveness
- Draw on new vocabulary and grammatical constructions from own reading

Speaking and listening

- When working in a group, lead and manage discussions, involving others productively
- Speak confidently on a given topic without prior preparation

Geography Core Skills

Band 1

- Make plans and maps of the school and the surrounding area
- Understand what a map shows
- Label a map using grid reference and a simple key
- Compare features of own locality with a contrasting location

Band 2

- Use atlases to locate different countries in the world
- Label the countries which make up the United Kingdom
- Use a key when using a map
- Recognise simple weather symbols

Band 3

- Use the eight points of a compass to describe the location of features and routes on a map
- Interpret four-figure grid references, symbols and keys, including when working with Ordnance Survey maps
- Undertake fieldwork and observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs
- Use world maps, atlases and globes to identify the continents and oceans
- Name and locate the counties and major cities of the United Kingdom

Band 4

- Understand the difference between human and physical geography
- Use maps, atlases, globes and computer mapping to locate countries and describe human and physical features
- Use world maps, atlases and globes to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)
- Interpret Ordnance Survey maps in the classroom and the field, including using six-figure grid references and scale, as well as topographical features
- Identify land-use patterns and understand how these have changed over time
- Undertake fieldwork investigations, including collect and analysing data and drawing conclusions
- Create accurate and well-annotated diagrams
- Explain ideas in writing supported by relevant knowledge

Band 5

- Recall key global locations
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale
- Know and use appropriate geographical terminology
- Select relevant case studies and explain their importance
- Produce annotated diagrams to illustrate the formation of geographical landforms
- Understand how human and physical processes interact to influence and change landscapes, environments and the climate
- Collect and organise geographical data
- Analyse geographical data, identifying and explaining patterns within the results
- Draw conclusions from geographical data with reference to the original hypotheses
- Evaluate the reliability of geographical data and identify areas for improvement

Band 6

- Draw on a broad knowledge of contemporary issues, such as climate change and sustainability
- Produce well-structured, extended responses to geographical questions
- Demonstrate an ongoing interest in politics and current affairs

History Core Skills

Band 1

- Begin to make comparisons between the past and the present
- Begin to explain reasons for people's actions
- Use a variety of historical resources to answer questions about the past

Band 2

- Understand the differences between the past and present
- Demonstrate a simple understanding of why certain events occurred
- Place historical events into a chronological framework
- Use appropriate historical language
- Research historical events using a range of resources

Band 3

- Understand chronology and sequence events in the correct order
- Understand why events happen drawing on relevant historical information about an event
- Compare different interpretations of past events
- Form an opinion about the past
- Appreciate that past events influence the present
- Begin to write structured accounts of historical events

Band 4

- Select relevant knowledge to support ideas about past events
- Plan and construct extended written pieces
- Demonstrate an ability to be empathetic about events and how they effected people's lives
- Identify the causes and consequences of historical events
- Identify key people from history periods studied and understand the influence they had on historical events
- Classify sources as primary or secondary and begin to evaluate the reliability of sources

Band 5

- Make links between sources, comparing and contrasting the ideas they present
- Use own knowledge to support and contextualise information from sources
- Evaluate the reliability and utility of sources
- Reach a well-argued judgement making full use of sources and own knowledge
- Carefully structure answers to ensure ideas are well developed and substantiated
- Analyse historical trends and demonstrate an appreciation of historical concepts such as continuity and change, cause and effect
- Create structured narratives and analytical accounts of historical events
- Support assertions with relevant knowledge, cogent analyses and balanced judgements
- Discern how and why contrasting arguments and interpretations of the past have been constructed

Band 6

- Understand and outline the history of these islands as a coherent, chronological narrative
- Draw on and bring together significant aspects of the history of the wider world
- Deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Make connections between local, regional, national and international history as well as between cultural, economic, military, political, religious and social history
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Languages Core Skills

Band 1

LISTENING AND RESPONDING

- Understand simple classroom commands.
- Understand short statements and questions.
- Understand statements with accompanying gestures.

READING AND RESPONDING

- Understand single words presented in a familiar context with visual clues.

SPEAKING

- Respond briefly, with single words or short phrases.
- Effort is made to speak although accents may be approximate and will need visual cues and models.

WRITING

- Copy single familiar words correctly.
- Label items and select appropriate words to complete short phrases or sentences.

Band 2

LISTENING AND RESPONDING

- Understand a range of familiar statements and questions.
- Respond to clear models of standard language.

READING AND RESPONDING

- Understand short phrases presented in a familiar context.
- Match sound to print by reading aloud single familiar words and phrases.
- Use glossaries / lists to find out the meanings of new words.

SPEAKING

- Give short, simple responses to what they see and hear.
- Describe people, places and objects.
- Use set phrases.
- Accents may be approximate but their meaning is clear.

WRITING

- Copy familiar short phrases correctly.
- Write or word process items and set phrases used regularly in class.
- Pupils' spellings may be approximate but generally understood.

Band 3

LISTENING AND RESPONDING

- Understand short passages made up of familiar language in the present tense.
- Follow short dialogues, messages and instructions on one topic and can tell the difference between the styles.
- Listen to longer passages and identify the main points despite not being able to understand everything.

READING AND RESPONDING

- Understand short texts and dialogues made up of familiar language.
- Identify the main points and personal responses.
- Read simple texts independently.

- Use a bilingual dictionary to look up new words.
- **SPEAKING**
- Take part in brief prepared tasks of two or three exchanges, using visual or other cues to help them initiate and respond.
- Use short phrases to express personal responses.
- Use memorised language to express themselves and can substitute words as necessary.
- **WRITING**
- Write two or three short sentences on familiar topics, using aids.
- Express personal response.
- Write short phrases from memory.
- Spelling is readily understandable.

Band 4

LISTENING AND RESPONDING

- Understand longer passages covering a variety of topics in the present tense
- Understand familiar language used in unfamiliar contexts
- Listen to extended pieces of writing and glean meaning
- Understand different points of view, opinions and specific details.

READING AND RESPONDING

- Understand a range of written material including dialogues, stories, newspaper articles, social media etc
- Identify and note main points and specific details including opinions.

SPEAKING

- Take part in simple structured conversations of three or four exchanges, supported by visual or other cues.
- Use their knowledge of grammar to adapt and substitute single words or phrases.
- Pronunciation is generally accurate.

WRITING

- Write individual paragraphs of three or four simple sentences, drawing largely on memorised language.
- Use knowledge of grammar to adapt and substitute individual words and set phrases.
- Use dictionaries or glossaries to check words they have learnt.

Band 5

LISTENING AND RESPONDING

- Understand the near future, present and perfect tenses
- Understand learnt language spoken at normal speed
- Understand and pick out the main points from real material taken from television and radio

READING AND RESPONDING

- Understand a variety of texts using the near future, perfect and imperfect tenses.
- Scan longer passages of material for particular information.
- Use their knowledge of grammar to work out language they don't know.
- Pupils use reference materials to support their learning.

SPEAKING

- Take part in conversations seeking and conveying information and opinions in simple terms.
- Talk in the near future or perfect tenses.

- Use the target languages to meet routine needs for information and explanation.
- Although hesitant at times, make themselves understood.

WRITING

- Write short paragraphs that seek and convey information and opinions.
- Write in the present, near future and perfect tenses.
- Be easily understood and the meaning is clear (although there are some errors).
- Apply new grammar in new contexts.
- Use simple descriptive language.
Edit and redraft their work.
- Use reference sources to improve their accuracy, provision and variety of expression.

Band 6

LISTENING AND RESPONDING

- Understand a variety of tenses (future, perfect, imperfect, pluperfect, conditional etc)
- Understand different types of spoken material from a range of sources.
- Draw inferences, recognise attitudes and emotions.

READING AND RESPONDING

- Understand complex sentences with unfamiliar vocabulary, using their prior knowledge to work out meanings.
- Use new vocabulary and structures found in their reading to respond in speaking or writing
- Read for personal interest (magazines / books / internet)
- Access unfamiliar topics involving more complex language and structures.
- Use a single language dictionary to look up new words.

SPEAKING

- Initiate and develop conversations and discuss matters of personal or topical interest.
- Improvise and paraphrase.
- Pupils' intonation and pronunciation is good and their language is usually accurate.

WRITING

- Produce pieces of writing of varying lengths on real or imaginary subjects, using an appropriate register.
- Link sentences and paragraphs, structure ideas
- Use previously learnt language for their own purposes.
- Express and justify ideas, own opinions and seek the views of others.
- Write in a style appropriate to the content.
- Use reference materials to extend their range of language and improve their accuracy.

Maths Core Skills

Band 1

Number

- Recognise the place value of each digit in a two-digit number
- Count forwards and backwards in multiples of 2 and 10 from a given starting number
- Recall and use addition and subtraction facts up to 20
- Derive and use addition and subtraction facts up to 100
- Recognise and use the inverse relationship between addition and subtraction
- Solve simple missing number problems involving addition and subtraction (such as, $4 = ? - 1$)
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Show that the addition of two numbers and the multiplication of two numbers can be done in any order

Geometry and measures

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Recognise and use symbols for pounds (£) and pence (p)
- Find different combinations of coins that equal the same amounts of money

Band 2

Number

- Read, write, order and compare numbers up to 1000
- Recognise the place value of each digit in a three-digit number
- Count forwards and backwards in multiples of 2, 5, 10, 20 and 100 from a given starting number
- Add and subtract multiples of 10 and 100 mentally
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Use mental methods to multiply two-digit numbers by one-digit numbers
- Solve missing number problems involving multiplication and division as well as addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Recognise and show, using diagrams, equivalent fractions
- Count up and down in tenths and recognise that tenths arise from dividing an object into 10 equal parts
- Compare and order unit fractions, and fractions with the same denominators

Geometry and measures

- Measure the perimeter of simple 2-D shapes
- tell and write the time from an analogue clock
- Recognise angles as a property of shape or a description of a turn and identify right angles

Band 3

Number

- Read, write, order and compare numbers up to 1,000,000, including determining the value of each digit
- Use rounding to check answers to calculations
- Use knowledge of place value to multiply and divide integers and decimals by 10, 100 and 1000
- Add and subtract near multiples of 10 and 100 mentally by rounding
- Select and use an appropriate strategy to solve problems involving addition, subtraction, multiplication and division and a combination of these
- Solve missing number problems, including balancing equations (eg. $12 + 17 = ? + 15$)
- Interpret negative numbers in context and count forwards and backwards through zero along a number line
- Identify equivalent fractions
- Convert between simple fractions, decimals and percentages
- Find simple fractions of an amount
- Know and use the vocabulary of multiples, factors, prime numbers and square numbers

Geometry and measures

- Measure and calculate the perimeter of regular and irregular polygons
- Recognise that the area of a rectangle can be calculated by multiplying the length by the width
- Draw and measure angles
- Solve problems involving time

Band 4

Number

- Use knowledge of place value and times tables to derive related multiplication and division facts (e.g. 600×4 , $4.2 \div 6$)
- Use efficient written methods to add and subtract integers and decimals and to multiply and divide integers and decimals
- Round integers and decimals to a given degree of accuracy
- Add and subtract simple fractions with different denominators and multiply and divide fractions by integers
- Find and use equivalences between fractions, decimals and percentages
- Find fractions and simple percentages of an amount

Algebra

- Understand the use of symbols to represent unknown numbers, lengths, angles etc.
- Understand that algebra serves as a mathematical shorthand to express the relationship between variables

Geometry and measures

- Calculate the area and perimeter of composite shapes involving right-angle triangles as well as rectangles
- Find missing angles in half a turn or a full turn

- Convert between standard units of length, mass and volume
- Compare and classify geometric shapes based on their properties
- Use coordinates in all four quadrants
- Reflect, rotate and translate shapes on a coordinate grid

Band 5

Number

- Use a variety of strategies when performing mental calculations (including doubling and halving, rounding, re-ordering).
- Select and use appropriate calculation strategies, including when working with fractions and decimals
- Use efficient methods to find percentages of an amount
- Make and justify estimates of calculations by rounding to an appropriate degree of accuracy
- Express a number as a product of its prime factors and use prime factorisation when solving problems

Algebra

- Use algebra to express relationships mathematically
- Simplify algebraic expressions, including expanding brackets and factorising
- Substitute values into algebraic expressions
- Construct and solve linear equations
- Find an expression to describe the n th term of a sequence

Geometry and measures

- Identify alternate, corresponding and co-interior angles
- Find the interior and exterior angles of a regular polygon
- Understand how to calculate the area and circumference of a circle
- Deduce and use the formulae for the area of a triangle and parallelogram

Statistics

- Interpret and compare data sets using the average (mean, median or mode) and range as appropriate

Band 6

Number

- Use all four operations with mixed numbers
- Know and use the index laws for multiplication and division of positive integer powers
- Express numbers using standard form

Algebra

- Solve linear inequalities
- Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs
- Expand double brackets and factorise simple quadratic equations
- Solve a pair of simultaneous linear equations by eliminating one variable; link a graphical representation of an equation or a pair of equations to the algebraic solution

- Find an expression to describe the n th term of a quadratic sequence

Geometry and measures

- Understand and apply Pythagoras' theorem
- Find missing lengths when working with 2D and 3D shapes, including circles and cylinders

Problem solving

- Present a concise, reasoned argument, using symbols and diagrams as appropriate and related explanatory text

Music Core Skills

Band 1

- Repeat a simple clapped rhythm
- Repeat a short, simple melody
- Identify changes in dynamics
- Identify changes in tempo

Band 2

- Identify the tonality of a piece of music (whether it is major or minor)
- Begin to identify the instrumentation of a piece of music, including distinguishing between the main families of instruments
- Recognise simple time signatures
- Play tuned and un-tuned instruments demonstrating musical awareness

Band 3

- Recognise a variety of time signatures, including simple, compound and complex
- Begin to read melodies written in the treble clef, including identifying sharps and flats
- Begin to understand how different musical elements (pitch, tempo, dynamics, timbre etc.) are combined to create an overall effect
- Sing songs in unison and in two parts
- Repeat and sustain syncopated rhythms
- Demonstrate an awareness of the different contexts in which music is created and performed

Band 4

- Read music fluently
- Play and perform in solo and ensemble contexts
- Identify individual instruments playing in a piece of music
- Understand how chords are built and the difference between major and minor chords
- Understand how different musical elements (pitch, tempo, dynamics, timbre etc.) are combined and used expressively
- Classify different pieces of music according to their genre, such as folk, jazz, pop and film

Band 5

- Sing in 3-part harmony
- Perform as part of an ensemble, demonstrating an awareness of the contributions of other instruments
- Distinguish between different musical forms, such as concertos, sonatas and operas
- Lead a group of pupils to produce a layered rhythmical percussive piece
- Identify the relative minor for a given major key
- Understand and use key musical terms (such as andante, largo etc.)

Band 6

- Harmonise simple melodies
- Transpose simple melodies into a given key
- Identify cadences
- Recognise all key signatures and clefs
- Improvise over a basic chord pattern, such as twelve bar blues
- Analyse a piece of classical music and identify the musical period to which it belongs
- Understand how historical, social and cultural contexts influence composition

PE and Games Core Skills

Band 1

- Master fundamental motor skills including running, jumping, throwing and catching
- Develop balance, agility and co-ordination, and apply these in a range of activities
- Perform dances using simple movement patterns
- Perform simple gymnastics movements, including balances, rolls and travelling

Band 2

- Participate in team games and activities, developing simple tactics for attacking and defending
- Perform linking dance and gymnastics movements, following a set routine, with some personal interpretation
- Use gymnastics equipment, such as soft-play wedges, climbing frames and balance boxes, with increasing confidence

Band 3

- Use running, jumping, throwing and catching in isolation and in combination
- Demonstrate tactical awareness to outwit or outmaneuver an opponent
- Play competitive games, including more contact team sports, modified where appropriate, and apply basic principles suitable for attacking and defending
- Demonstrate a willingness to direct own physical development by committing to extra-curricular and external clubs
- Develop flexibility, strength, technique, control and balance
- Develop an awareness of the need to take part in regular exercise and eat healthily, and understand the health benefits of doing so
- Perform dances and gymnastics using more complex movement patterns
- Take part in outdoor and adventurous activities both individually and within a group
- Compare performance over time and identify areas for improvement
- Begin to communicate effectively as part of a group or team, including verbal and non-verbal forms of communication

Band 4

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Develop technique and improve performance in competitive sports
- Take part in outdoor and adventurous activities which present intellectual and physical challenges, and work in a group, building on trust and developing skills, to solve problems
- Analyse performance over time, and identify and implement steps needed to improve
- Demonstrate a willingness to take part in competitive sports and non-competitive sports
- Communicate effectively, including verbal and non-verbal forms of communication, including showing respect and sensitivity to everyone involved in a game (players, officials, coaches, spectators)
- Use physical education terminology in context

Band 5

- Reflect critically upon performance (both physical and mental) and set goals to enhance learning
- Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
- Within a competitive match or group activity, analyse situations in order to overcome opponents
- Apply movement concepts, tactics, strategies and rules appropriately
- Link movements in order to compose aesthetic sequences (such as short corners in hockey or phase play in rugby), taking into account the concepts of space, time, level, force and flow
- Demonstrate attitudes and strategies that enhance relationships with others, enabling greater success through a deeper understanding of the roles of others

Band 6

- Demonstrate high level of competence in complex moves, skills and techniques in performance or playing situations
- Apply movement concepts, tactics, strategies and rules in a critical and effective manner
- In competitive and non-competitive situations, perform with a high degree of precision, synchronization, energy, style and flair
- Perform at a high level (including representing the county) across at least two sports
- Understand and use physical education key terminology when analysing performances

Religious Studies Core Skills

Band 1

- Begin to understand that people have different faiths
- Understand the importance of key Christian events
- Discuss the morals/messages of key Bible stories

Band 2

- Make comparisons of different religions
- Give reasons why the Bible is important to Christians and understand that the Bible is structured into two parts
- Show respect for different faiths

Band 3

- Navigate a Bible and find biblical texts
- Demonstrate an in-depth understanding of Christian history, beliefs and practices
- Understand the importance of places of worship
- Show an awareness of different beliefs and values and respond with sensitivity to different points of view

Band 4

- Consider and discuss religious and other responses to moral issues, including contemporary issues
- Recall the narrative of stories of New and Old Testament and reach a judgement about what these stories mean
- Demonstrate an understanding of the life and time of Jesus
- Gain a broad appreciation of world faiths and their practices
- Explain ideas in writing, using appropriate terminology

Band 5

- Identify Key themes for Bible passages studied
- Demonstrate a broad knowledge of world faiths and their practices
- Recall and deploy knowledge when responding to theological, philosophical and religious issues
- Analyse and explain the relevance and application of theological, philosophical and religious ideas and practices, including to contemporary issues
- Evaluate different responses to theological, philosophical and religious issues
- Write carefully-structured extended responses ensuring ideas are clearly explained
- Use well-chosen examples, as well as appropriate language and terminology, to justify ideas and formulate a balanced argument
- Summarise different points of view and respond in a balanced way

Band 6

- Identify, investigate and respond to fundamental question of life raised by religion and human experience, including questions about the meaning and purpose of life

- Formulate a coherent and comprehensive response to religious and moral questions, making close reference to relevant ideas
- Demonstrate intellectual flair as well as a high level of awareness and sensitivity when responding to theological, philosophical and religious issues
- Use philosophical skills to reason, argue and evaluate claims made by religious and non-religious belief systems

Science Core Skills

Band 1

- Make simple observations
- Perform simple tests
- Discuss what a fair test is
- Identify and classify objects
- Gather and record data to help answer simple scientific questions

Band 2

- Ask relevant questions when conducting simple experiments
- Set up comparative and fair tests
- Make simple predictions
- Take accurate measurements
- Report findings in a variety of ways
- Draw simple conclusions and suggest improvements

Band 3

- Ask relevant questions and use different types of scientific enquiries to answer them
- Carry out simple practical enquiries, including taking repeat readings when appropriate
- Make careful observations and take measurements using a range of equipment
- Record and present data in a variety of ways, including labelling diagrams and drawing tables and bar charts
- Use results to draw simple conclusions, including making predictions for new tests and suggesting improvements to test procedures
- Use straightforward scientific evidence to answer questions

Band 4

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy, including taking repeat readings when appropriate
- Record data and results using tables, classification keys, scatter graphs and bar and line graphs
- Using test results to make predictions to set up further comparative tests
- Report and present findings from enquiries, including drawing conclusions, in oral and written forms
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Band 5

Scientific Attitudes

- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas
- Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- Examine the ethical and moral implications of using and applying science
- Explore how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave.

Experimental Skills and investigations

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- Use scientific theories, models and explanations to develop hypotheses
- Independently plan and carry out investigations
- Measure and manipulate concentrations

Analysis, evaluation and problem solving

- Use theories to explain concepts
- Use knowledge of functions and features to solve problems
- Evaluate the reliability of methods and suggest possible improvements
- Derive and use simple equations and carry out appropriate calculations
- Represent random distribution of results and estimate uncertainty.
- Communicate the scientific rationale for the investigation plan and methods.

Measurement

- Convert units
- Begin to use chemical nomenclature

Band 6

Scientific Attitudes

- Understand that science progresses through a cycle of hypothesis, practical experimentation, observation, objective analysis and review
- Recognise the importance of publishing results and peer review

Experimental Skills and investigations

- Consider both the potential and limitations of science, including ethical issues
- Consider the validity of the data collected in experiment by reviewing the methodology

Analysis, evaluation and problem solving

- Use awareness of characteristics to describe relationships
- Reach a judgement based on the evaluation of evidence and arguments

Measurement

- Use chemical nomenclature