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Tudors	Term 1 and 2 Q – What was Henry VIII’s impact on religion and the church in Tudor times?
	Identify characteristics of rich and poor living in Tudor times and begin to understand where the Tudor period appears on a time line.
	Understand main differences between homes of rich and poor Tudors.
	Identify the main characteristics of Henry VIII from portraits and written sources.
	Understand implications of Henry VIII’s divorce from Catherine Of Aragon and the subsequent changes in the church.
	Use ICT based sources to find out about people and events in Tudor times.
	Investigate lives of sailors and aspects of sea life during the Tudor period considering different interpretations.
	Know famous explorers and navigators of Tudor times and plot routes of major voyages.
	Recognise that there are different historical interpretations of people and events.
Use evidence to make inferences about Tudor life.	
Local History Hylton Castle	Term 3 Q – How has Hylton Castle changed over time?
	Identify buildings / industry / land use around Hylton Castle in Sunderland by examining secondary evidence such as photographs and documents.
	Collect historical information from secondary sources and field trips to Hylton Castle.
	Suggest similarities and differences between the past and present by studying changes to buildings, industry and land use around Hylton Castle.
	To identify how and why Sunderland has developed over time.
	Present information to the class in oral, visual and written form.
Speculate about future changes to Sunderland and the castle.	

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Searching The Web	Term 1
	Describe how internet search engines find a store data.
	Develop use of more advanced searching techniques egg searching for a phrase using quotation marks to locate precise information.
	Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work.
	Use appropriate strategies for finding, critically evaluating, validating and verifying information egg using different key words, skim-reading etc
Develop skills to question where web content might originate from and understand that this gives clues to authenticity and reliability egg by looking at web addresses, authors, contact us sections and linked pages.	
Powerpoint	Term 1
	Develop and use criteria to evaluate design and layout for a range of resources including websites, on-line resources and presentations.
	Develop the use of hyperlinks to produce more effective, interactive presentations.
	Develop consistency across a document, using the same styles of font, colour, size for headings, body text etc
Independently select, process and import images, video and sounds from a variety of sources to enhance presentations.	
KODU	Term 2
	Create and refine sequences of commands.
	Devise, test and refine more effective control sequences incorporating conditional statements.
	Talk about how they made their program and justify the choice they made for both function and design.
Critically evaluate programs and say what they liked and what could be done to improve it.	
Online Safety	Term 2
	Recognise that photos can be altered digitally, and consider the upsides and downsides of this practice.
	Discuss how photo alteration can distort our perceptions and affect our self-image.
	Analyse how advertising uses photo alteration to help sell products.
Explain how photo alterations can both persuade and change people's point of views.	
Garage Band	Term 3
	Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience egg a sound byte or podcast.
	Use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience egg length, style or genre.
Create own sounds and compositions to add to presentations, projects and films.	

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WILLOW WOOD PRIMARY SCHOOL FOUNDATION SUBJECTS ASSESSMENT DOCUMENT MUSIC
Based on Charanga Term 1 –Sing Up Term 2 – Classroom Jazz 1 Term 3 – Stop / Don't Stop Believing!

<i>Listen and Appraise</i>	Listen with direction to a wide range of high quality music.
	Find the pulse whilst listening to internalise the pulse.
	Understand the pulse and its role in the foundation of music.
	Confidently recognise different instruments.
	Recognise and explore many varied musical styles and traditions and their basic style indicators.
	Develop an understanding of the history and context of music.
	Use the correct musical language to discuss their feelings and emotions, likes / dislikes related to music.
	Begin to discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.
<i>Games</i>	Find the pulse within the context of different songs / pieces of music with ease.
	Internalise the pulse.
	Understand that the pulse doesn't change within the context of the song or piece of music but the rhythm does.
	Reproduce sounds from an increasing aural memory.
	Begin to understand how the pulse, rhythm and pitch work together.
	Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.
	Build on their progress from keeping a steady pulse to clapping rhythm; improvising a rhythm; using pitch and improvising using the voice.
<i>Singing</i>	Have a good understanding of working together in an ensemble or as a group singing.
	Understand the importance of warming up voices, good posture and projecting their voices.
	Sing songs and melodies musically.
	Have a greater understanding of melody and words and their importance.
	Sing together with confidence, melody and words which increase in difficulty.
	Sing in two parts and maintain their own part.
	Listen to a song and learn it as instructed.
Sing in an ensemble producing a round sound, clear diction, control of pitch and begin to understand how two parts fit together.	
<i>Playing Instruments</i>	Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise (compose and explore)
	Begin to play easy and medium parts of a tune with notation.
	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency and control.
	Play differentiated parts with a sound before symbol approach and using noted scores.
	Choose parts according to ability and begin to play them musically.
	Continue to treat each instrument with respect and using the correct techniques to play them.
	Continue to learn to play together in a band or ensemble.

Improvising	Explore and create musical sounds with voices and instruments.
	Understand that when you improvise, you make up your own tune within boundaries.
	Improvise within a group and on their own within the context of the song being learned, reproducing sounds from an increasing aural memory.
	Improvise melodically using 3 or 4 notes.
	Make up own rhythmic patterns that lead to melodies.
	Begin to understand musical improvisation – a melody or tune that makes sense.
	Confidently perform their own rhythms and melodies using voice or an instrument.
	Improvise and perform in solo or group contexts.

Composing	Create own tunes and melodies within the context of the song they are learning.
	Choose, combine and organise patterns and musical ideas within musical structures with understanding.
	Compose melodies using 3 or 4 notes.
	Record composition in any way appropriate.
	Notate music in different ways, using graphic / pictorial notation, ICT and begin to record using formal notation where appropriate.

Performing	Work together in an ensemble or band.
	Appreciate the importance of starting and ending together.
	Sing and rap, in one or two parts, to each other and to an audience with control and accuracy.
	Play tuned or untuned instruments with more control and rhythmic accuracy.
	Improvise part of a performance, playing solo or as part of a small group.
	Practice, rehearse and present performances with an awareness of the audience.
	Appreciate that performances can influence how music is presented.
	Read or understand music that is notated in different ways, using graphic or pictorial notation, ICT and formal notation.

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Games	Children will:
	Understand rules of a game. Perform basic skills sending, receiving and travelling, send, receive and intercept a ball with control & accuracy.
	Use a range of tactics in attack and defence. Read game situations effectively and respond appropriately. Pace themselves during challenges and competitions.
	Organise and play a range of small-sided games. E.g. Hockey, netball, football, rugby runder, basketball.
	To mark opponents effectively and work comparatively in attack and defensive positions. Develop basic skills for a range of net, striking/fielding and invasion type games.
Gymnastics	Children will:
	Devise a simple sequence of actions. Shapes and balances. Repeat sequences successfully.
	Understand the importance of warm up and cool down within exercise programmes
	Devise Increasingly complex sequences of contrasting actions, shapes and dynamics. Lead a group and prepare a sequence demonstrating clear movements and transfer smoothly from one movement to another. Identify successful elements of a performance in dance, gym, games and athletics and suggest improvements for future performance.
	Perform increasingly more complex sequences incorporating changes of level, direction and speed. Select appropriate actions, body shapes and balances from themes of balance and symmetry.
Athletics	Children will:
	Know different styles of jumping & practise them,
	Recognise there are different kinds of running
	Learn how to throw a quoit like a discus
	Throw with control, accuracy & efficiency
	Practise different jumps showing power , control & consistency at take off & landing Sustain pace over longer distances

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SEAL – NEW BEGINNINGS Autumn 1

I know some of the things that help us in school to learn and play well together.

I understand my rights and responsibilities in the school.

I understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school I know how to go about trying to change things.

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others maybe feeling when they are in an unfamiliar situation and can help them to feel valued and welcome.

I know that I am valued in school.

I understand how it feels to do or start something new and why.

I can explain how I go about solving a problem and can give you an example of a problem I have solved.

I know some of the things that help us in school to learn and play well together.

SEAL – GETTING ON AND FALLING OUT Autumn 1

I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.

I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.

I can say or do things that are likely to make a difficult situation better.

I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.

I can use my skills for solving problems peacefully to help other people to resolve conflict.

I know what my triggers are for anger, what happens when I get angry, what happens when I am overwhelmed by my feelings of anger and some ways to calm myself down.

I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.

I know I am responsible for the choices I make and the way I behave, even if I am very angry.

I can tell you some things that a good leader should do.

SRE Autumn Term Lesson 1

Explain the main physical and emotional changes that happen during puberty.

Ask questions about puberty with confidence.

SEAL – GOING FOR GOALS Spring 1

I know the skills and attributes of an effective learner.

I can try to develop the skills of an effective learner.

I can set myself a goal or challenge.

I can be a critical friend to others and myself.

I can recognise and celebrate my own achievements.

I know what some people in my class like or admire about me.

I can apply what I have learned.
I can tell you what I need to learn next.

SEAL – GOOD TO BE ME Spring 1
I can use some strategies to help me when I feel useless or inadequate.
I can feel positive even when things are going wrong.
I can tell the difference between showing I am proud and boasting.
I know that boasting can make other people feel inadequate or useless.
I can explain how I am feeling even if I have mixed feelings.
I can make a judgement about whether to take a risk.
I can disagree with someone without falling out.
I can cope when someone disagrees with me.
I understand that sometimes the feeling part of my brain takes over and I might make mistakes.
I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings and can use a calming-down strategy.

SRE Spring Term Lesson 2
Understand how puberty affects the reproductive organs.
Describe what happens during menstruation and sperm production.

SEAL – RELATIONSHIPS Summer 1
I can find out about people who are important to me.
I can give and receive a compliment.
I can tell you about a time when I felt embarrassed and what it felt like.
I know some things to do when I feel embarrassed that will not make things worse.
I can use a problem solving approach to sort out an embarrassing situation.
I can think about what embarrasses me and learn something about me that I didn't know before.
I have helped someone who felt embarrassed.
I know how to make people feel good about themselves.
I can recognise when I am using a put-down.
I can recognise stereotyping.
I can try to challenge stereotypes.

SEAL – CHANGES Summer 1
I am aware of common responses to difficult changes and that they are sometimes similar to our responses when experiencing loss.
I understand how it might feel when a change takes you away from familiar people and places.
I can try to understand why people might behave the way they do when they are facing a difficult change.

I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.
I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.
I can tell you some of my own 'sore spots'.
I can recognise when I might over-react because someone has touched a 'sore spot'.
I recognise that my behaviour is my responsibility even when someone has touched a 'sore spot'.
I know that people respond differently to changes and challenges.

SRE Summer Term Lesson 3
Explain how to keep clean during puberty.
Explain how emotions / relationships change during puberty.
Know how to get help and support during puberty.

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The Importance of Worship	Children will: Q – How does religion and worship comfort people who have religious beliefs?
	Know that worship is an important activity through which faith communities express beliefs.
	Recognise that worship has key features which express beliefs.
	That worship can be communal or an individual activity and can be expressed in a variety of ways.
	Consider the meaning of worship for themselves.
	Understand that prayer is an important part of worship and personal devotional life.
Know that faith adherents believe that prayer has an effect in their lives and the wider world.	

Sikhism	Children will: Q – How do the 5 K's influence how a Sikh lives their daily life?
	Recognise who is the leader of the Sikh faith.
	Identify the religious beliefs of Sikh's and how they direct and influence their daily lives.
	Know about the foundations of Sikhism and what it means to be a Sikh.
	Know that the Gurdwara is the Sikh place of worship.
	Learn about the Guru Granth Sahib.
Recognise the importance of the 5 K's in the daily lives of the Sikh faith.	
Understand the importance of festivals and the Golden Temple.	

Places of Worship	Children will: Q – How does a church differ to a synagogue?
	Classify different types of religious buildings and objects.
	Know that beliefs, ideas and feelings can be expressed in a variety of ways.
	Know what sort of objects and artefacts are found in religious buildings.
	Understand that religious buildings and objects have meanings for their users.
	Give reasons for the relative significance of different objects and relate them to the teachings of Christianity.
	Know why members of different Christian religious groups ascribe meanings to objects.
	Use metaphor and symbol as a way of explaining meaning.
	Know that religious objects and symbols carry multiple meanings.
	Reflect upon what a Christian building, that they have visited, means to a believer.
	Know how the form of a building and its furnishings are linked to religious worship and beliefs.
	Know about the beliefs of different Christian denominations.
Recognise that some aspects of Christian belief are shared between churches and others are not.	
Classify and structure information and communicate understanding to others.	

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