

Name:

Started:..... Completed:.....

The Wider Community		
<input type="checkbox"/>	Volunteers to help put objects away	<input type="checkbox"/>
<input type="checkbox"/>	Explores a new environment, away from members of staff	<input type="checkbox"/>
<input type="checkbox"/>	Knows which groups they belong to	<input type="checkbox"/>
<input type="checkbox"/>	Takes part in simple celebrations	<input type="checkbox"/>
<input type="checkbox"/>	Claps hands to show appreciation	<input type="checkbox"/>
<input type="checkbox"/>	Communicates possession through the terms "Yours" and "Mine"	<input type="checkbox"/>
<input type="checkbox"/>	Communicates in a range of settings with known and unknown people	<input type="checkbox"/>
<input type="checkbox"/>	Moves freely around objects in a new room/environment, e.g. furniture	<input type="checkbox"/>
<input type="checkbox"/>	Locates an object kept in a familiar place	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates a willingness to explore something new outside	<input type="checkbox"/>
<input type="checkbox"/>	Joins in adult-led group activity	<input type="checkbox"/>
<input type="checkbox"/>	Sits at the table for a meal	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates an interest in another's play and will join in	<input type="checkbox"/>
<input type="checkbox"/>	Communicates "Please" and "Thank you" when reminded using words, signs or symbols	<input type="checkbox"/>
<input type="checkbox"/>	Communicates "Sorry" when reminded using words, signs or symbols	<input type="checkbox"/>
Relationships		
<input type="checkbox"/>	Works alongside another pupil without support from a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Shares an activity with another person	<input type="checkbox"/>
<input type="checkbox"/>	Chooses to start an interaction with peers in some situations	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates obvious enthusiasm when with favourite peer or member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explains how they can show concern for someone	<input type="checkbox"/>
<input type="checkbox"/>	Expresses emotions towards others using words, not just actions	<input type="checkbox"/>
<input type="checkbox"/>	Seeks out, and begins to interact with, specific peers	<input type="checkbox"/>
<input type="checkbox"/>	Separates from caregivers more willingly	<input type="checkbox"/>
<input type="checkbox"/>	Shares out things to other people in the group	<input type="checkbox"/>
<input type="checkbox"/>	Removes themselves from unpleasant situations	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates some empathy in certain situations	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates affection for peers	<input type="checkbox"/>
<input type="checkbox"/>	Communicates who are their friends	<input type="checkbox"/>
<input type="checkbox"/>	Communicates basic expectations to their friends, e.g. "You should share your toy with me"	<input type="checkbox"/>
Health & Wellbeing		
<input type="checkbox"/>	Verbalises feelings of anger	<input type="checkbox"/>
<input type="checkbox"/>	Verbalises feelings of fear	<input type="checkbox"/>
<input type="checkbox"/>	Verbalises feelings of happiness	<input type="checkbox"/>
<input type="checkbox"/>	Verbalises feelings of love	<input type="checkbox"/>
<input type="checkbox"/>	Verbalises feelings of sadness	<input type="checkbox"/>
<input type="checkbox"/>	Says how they can stop something that moves from hurting them, e.g. keep hands away from the doorframe, etc.	<input type="checkbox"/>
<input type="checkbox"/>	Recognises main body parts, e.g. leg, arm, etc.	<input type="checkbox"/>
<input type="checkbox"/>	Draws face with up to three features	<input type="checkbox"/>
<input type="checkbox"/>	Compares photos of themselves at different ages	<input type="checkbox"/>
<input type="checkbox"/>	Expresses likes and dislikes clearly, giving simple reasons	<input type="checkbox"/>
<input type="checkbox"/>	Identifies their own gender and gender of the opposite sex	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates remorse when they have done something wrong	<input type="checkbox"/>
<input type="checkbox"/>	Copes with most foods offered as part of a typical meal	<input type="checkbox"/>
<input type="checkbox"/>	Dries their hands and face with a towel	<input type="checkbox"/>
<input type="checkbox"/>	Eats and swallows only edible substances	<input type="checkbox"/>
<input type="checkbox"/>	Communicates about their needs, e.g. hunger, thirst, toilet, etc.	<input type="checkbox"/>
<input type="checkbox"/>	Sets simple goals (e.g. deciding to put a toy in a certain place) and achieves them	<input type="checkbox"/>

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Critical Thinking & Debate		
<input type="checkbox"/>	Outlines different beliefs, opinions and values when exploring a range of issues and topics	<input type="checkbox"/>
<input type="checkbox"/>	Evaluates the information given, e.g. as relevant, factual or necessary	<input type="checkbox"/>
<input type="checkbox"/>	Develops understanding through speech, exploring more complex ideas or hypothesis in extended discussions	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates attentive listening by responding to or initiating discussion, which draws on what has been said	<input type="checkbox"/>
<input type="checkbox"/>	Actively participates in conversations and discussions, staying on topic	<input type="checkbox"/>
<input type="checkbox"/>	Clarifies their ideas and decisions by discussion	<input type="checkbox"/>
<input type="checkbox"/>	Includes articulate reasoning to support their viewpoint	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates convincing opinions/delivery	<input type="checkbox"/>
<input type="checkbox"/>	Asks pertinent questions designed to extend or develop ideas, understanding or knowledge	<input type="checkbox"/>
<input type="checkbox"/>	Evaluates what they have heard, e.g. the quality of information given	<input type="checkbox"/>
Democratic Citizens & the UK Political System		
<input type="checkbox"/>	Describes how voting and elections take place	<input type="checkbox"/>
<input type="checkbox"/>	Explores the roles of political parties	<input type="checkbox"/>
<input type="checkbox"/>	Outlines what they feel it means to live in a democracy	<input type="checkbox"/>
<input type="checkbox"/>	Explores how individuals affect Government policy, e.g. on the environment	<input type="checkbox"/>
<input type="checkbox"/>	Explores examples of people who do not have the same liberties as them, and how this affects their lives	<input type="checkbox"/>
<input type="checkbox"/>	Explores the key principles in the UN's Convention on the Rights of the Child	<input type="checkbox"/>
<input type="checkbox"/>	Researches the history of Human Rights and discusses how changes to rights have been made, e.g. through protests, reforms, reports	<input type="checkbox"/>
<input type="checkbox"/>	Describes in simple terms how new laws are made	<input type="checkbox"/>
Role of Law & Justice System		
<input type="checkbox"/>	Researches penalties given by law regarding different convictions	<input type="checkbox"/>
<input type="checkbox"/>	Outlines how the criminal justice system deals with young people	<input type="checkbox"/>
<input type="checkbox"/>	Recognises that the law is the same for everyone	<input type="checkbox"/>
<input type="checkbox"/>	Recognises that the court is headed by a magistrate or judge	<input type="checkbox"/>
<input type="checkbox"/>	Lists examples of or classifies legal or illegal actions	<input type="checkbox"/>
<input type="checkbox"/>	Lists examples of or classifies legal and illegal drugs	<input type="checkbox"/>
<input type="checkbox"/>	Examines the rights of individuals	<input type="checkbox"/>
<input type="checkbox"/>	Describes different types of court	<input type="checkbox"/>
<input type="checkbox"/>	Defines the phrase "innocent until proven guilty"	<input type="checkbox"/>
Managing Money & Planning for the Future		
<input type="checkbox"/>	Shows how their money would be spent using a given 'income', e.g. as a homeowner or driver	<input type="checkbox"/>
<input type="checkbox"/>	Outlines different ways to work out value for money	<input type="checkbox"/>
<input type="checkbox"/>	Recognises ways in which they are influenced to spend money	<input type="checkbox"/>
<input type="checkbox"/>	Describes a range of financial products available to them, e.g. accounts, warrantees, insurance	<input type="checkbox"/>
<input type="checkbox"/>	Differentiates between manageable and unmanageable debt	<input type="checkbox"/>
<input type="checkbox"/>	Outlines the basic minimum wage, income tax and VAT rates	<input type="checkbox"/>
<input type="checkbox"/>	Explains the difference between gross income and take home pay	<input type="checkbox"/>
<input type="checkbox"/>	Outlines what is deducted from earnings and why	<input type="checkbox"/>
<input type="checkbox"/>	Reads simple bank statements	<input type="checkbox"/>
Volunteering & Responsible Activity		
<input type="checkbox"/>	Explores what would happen if they or other people did not accept their responsibilities	<input type="checkbox"/>
<input type="checkbox"/>	Identifies ways to conserve energy	<input type="checkbox"/>
<input type="checkbox"/>	Identifies their responsibilities and how they have changed	<input type="checkbox"/>
<input type="checkbox"/>	Outlines the work of a voluntary group	<input type="checkbox"/>
<input type="checkbox"/>	Explores the role of the UN	<input type="checkbox"/>
<input type="checkbox"/>	Explains how the role of groups help people fight for their rights, e.g. Amnesty International	<input type="checkbox"/>
<input type="checkbox"/>	Outlines ways to be responsible citizens, e.g. buying Fair Trade goods	<input type="checkbox"/>
<input type="checkbox"/>	Outlines how citizens should behave in order to balance freedom with responsibilities	<input type="checkbox"/>

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Attitudes & Values		
<input type="checkbox"/> Identifies positive and negative emotions	<input type="checkbox"/> Identifies their family and friends and the roles that they play	<input type="checkbox"/> Suggests why they trust someone or feel they could ask them for help
<input type="checkbox"/> Expresses how they are feeling emotionally	<input type="checkbox"/> Recognises what they are good at and what they want to develop	<input type="checkbox"/> Explains what love means to them
<input type="checkbox"/> Identifies people who can help when they are experiencing specific emotions	<input type="checkbox"/> Recognises that the care we need changes as we get older	<input type="checkbox"/> Explains why different friends are important to them
<input type="checkbox"/> Identifies people they can trust	<input type="checkbox"/> Sorts good and bad feelings into groups	<input type="checkbox"/> Explains why each member of their family is important to them
<input type="checkbox"/> Recognises that there are different family structures	<input type="checkbox"/> Links specific feelings to different situations	
<input type="checkbox"/> Suggests ways to maintain friendships	<input type="checkbox"/> Articulates why they feel a certain way	
Personal & Social Skills		
<input type="checkbox"/> Recognises the difference between an upstander and a bystander	<input type="checkbox"/> Recognises safe and unsafe situations	<input type="checkbox"/> Describes simple ways to resist pressure when they feel uncomfortable
<input type="checkbox"/> Recognises how taking risks can impact on others	<input type="checkbox"/> Defines "personal space"	<input type="checkbox"/> Classifies good and bad secrets
<input type="checkbox"/> Identifies ways to protect their personal space from inappropriate invasion	<input type="checkbox"/> Demonstrates skills to say "No"	<input type="checkbox"/> Explains what should happen if someone breaks the no touching rules
<input type="checkbox"/> Suggests simple ways to avoid unsafe situations	<input type="checkbox"/> Recognises that their body belongs to them	<input type="checkbox"/> Agrees rules on touching
<input type="checkbox"/> Lists potential consequences when taking a risk	<input type="checkbox"/> Joins in discussion about why they need to be careful online	<input type="checkbox"/> Specifies touches that they do and do not like
	<input type="checkbox"/> Describes examples of good and bad role models	
	<input type="checkbox"/> Recognises that they can be influenced when making choices	
Knowledge & Understanding		
<input type="checkbox"/> Identifies obvious physical differences between female and males	<input type="checkbox"/> Describes some basic hygiene routines	<input type="checkbox"/> Recognises that the male and female sexual organs are related to reproduction
<input type="checkbox"/> Describes how to look after particular parts of the body	<input type="checkbox"/> Recognises that adults have babies that develop into children and then adults	<input type="checkbox"/> Identifies and names the main male and female sexual organs
<input type="checkbox"/> Suggests other changes that will take place before adulthood	<input type="checkbox"/> Recognises how they have changed physically since they were born	<input type="checkbox"/> Describes why exercise, a balanced diet and hygiene are important for humans
<input type="checkbox"/> Explains why it is important to keep themselves clean	<input type="checkbox"/> Recognises some of the functions of some parts of the body	<input type="checkbox"/> Orders a timeline showing stages of growth and development in humans
		<input type="checkbox"/> Explains the basic stages in life cycles for animals, including humans

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Computer Science		
<input type="checkbox"/> Describes the effect of turning an object on or off	<input type="checkbox"/> Presses a switch to complete an image on a screen	<input type="checkbox"/> Physically follows 'forward', 'backward' and 'turn' instructions
<input type="checkbox"/> Explores the results of pressing a button on a robot	<input type="checkbox"/> Repeats switch pressing at appropriate time	<input type="checkbox"/> Presses a switch at the appropriate moment, e.g. to hit target
<input type="checkbox"/> Gives another person forward, backward and turn instructions to move from one point to another	<input type="checkbox"/> Stops activating a switch when the action is complete	<input type="checkbox"/> Uses a single click of the mouse to select an object
<input type="checkbox"/> Moves through simple maze on computer	<input type="checkbox"/> Completes an image or sound using a switch	
<input type="checkbox"/> Operates simple appropriate structured software	<input type="checkbox"/> Interacts with a computer sequencing program	
Information & Communication		
<input type="checkbox"/> Inputs numbers to five on computer correctly	<input type="checkbox"/> Selects from an eight box grid on a touch sensitive keyboard	<input type="checkbox"/> Finds named letters on a QWERTY keyboard
<input type="checkbox"/> Changes sounds on an electronic musical device	<input type="checkbox"/> Selects program from logos	<input type="checkbox"/> Names objects with switches
<input type="checkbox"/> Creates work that includes pictures and text	<input type="checkbox"/> Uses cameras to take still and moving pictures	<input type="checkbox"/> Operates a remote control toy
<input type="checkbox"/> Explores computer software to create new sound patterns	<input type="checkbox"/> Adds a picture to a document	<input type="checkbox"/> Presses the play button on media player
<input type="checkbox"/> Indicates program they wish to use	<input type="checkbox"/> Asks for saved text or pictures to be retrieved	<input type="checkbox"/> Presses the stop button on media player
<input type="checkbox"/> Moves the cursor around the screen using a mouse	<input type="checkbox"/> Chooses the best software program (from a limited choice) for their task	<input type="checkbox"/> Verbalises what they want to search for
<input type="checkbox"/> Presses keys and the space bar on a keyboard to produce text	<input type="checkbox"/> Chooses to replay a video or audio recording	<input type="checkbox"/> Works with a member of staff online
<input type="checkbox"/> Selects from a four box grid on a touch sensitive keyboard	<input type="checkbox"/> Creates a picture using a paint program	
<input type="checkbox"/> Selects from a six box grid on a touch sensitive keyboard	<input type="checkbox"/> Enters their name on the computer	

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Collaborating		
<input type="checkbox"/> Checks the rules of a forum	<input type="checkbox"/> Explores the privacy settings of a social networking site	<input type="checkbox"/> Visits the correct forum for the topic they are discussing
<input type="checkbox"/> Demonstrates some selectivity when going online	<input type="checkbox"/> Recognises that webcam pictures and conversations can be recorded and then posted on the internet in the future	<input type="checkbox"/> Works collaboratively with someone outside of school
<input type="checkbox"/> Describes how to find safe, appropriate forums	<input type="checkbox"/> Communicates and shares with others using appropriate online tools	<input type="checkbox"/> Demonstrates respect for other's viewpoint
Copyright		
<input type="checkbox"/> Credits the source of material even when free to use	<input type="checkbox"/> Looks for information about the right to use the material	<input type="checkbox"/> Recognises why they should not post copyright material on forums
<input type="checkbox"/> Defines "legal" and "illegal"	<input type="checkbox"/> Recognises that material on the internet is the property of someone	<input type="checkbox"/> Recognises you do not have to have the copyright symbol on work for it to be copyright
<input type="checkbox"/> Defines the term "public domain"	<input type="checkbox"/> Recognises that the terms and conditions will help them understand how the site may be used	<input type="checkbox"/> Researches to find out if work and pages on the internet can be used in their work
Effectiveness & Evaluation		
<input type="checkbox"/> Considers how balanced the information is, depending on the purpose of the website	<input type="checkbox"/> Names some sites they can rely on for factual and balanced information and reports	<input type="checkbox"/> Suggests why not all sources of information can be relied on, e.g. it may reflect the views of its author
<input type="checkbox"/> Identifies the advantages when communicating via the internet	<input type="checkbox"/> Recognises that once something is on the web it may be available for many years	<input type="checkbox"/> Recognises that some websites do not tell the whole truth
<input type="checkbox"/> Identifies who can see their writing and photos	<input type="checkbox"/> Reviews work and identifies areas that need improving	<input type="checkbox"/> Identifies information or images which are posted in social media form which may misrepresent or mislead
<input type="checkbox"/> Looks for bias in information found on the internet	<input type="checkbox"/> Skims and scans for information	
Safety		
<input type="checkbox"/> Demonstrates how to block an email sender	<input type="checkbox"/> Lists alternative methods of getting help or advice, e.g. ChildLine as an alternative to carer, parent or member of staff	<input type="checkbox"/> Thinks forward in situations and pinpoint dangers which may occur
<input type="checkbox"/> Explains the term "internet troll"	<input type="checkbox"/> Recognises appropriate and inappropriate uses of the internet	<input type="checkbox"/> Chooses secure passwords
<input type="checkbox"/> Explains why they should not fill in any forms asking for their personal details without checking with a member of staff	<input type="checkbox"/> Recognises the need to save evidence of cyberbullying	<input type="checkbox"/> Recognises the impact of cyberbullying
<input type="checkbox"/> Gives examples of times others tried to persuade them to do things they would not normally do	<input type="checkbox"/> Recognises their responsibility to report inappropriate material	
<input type="checkbox"/> Identifies some of the dangers when communicating via the internet	<input type="checkbox"/> Recognises what support is available in their setting to combat cyberbullying	

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Physical Competence		
<input type="checkbox"/> Jumps accurately from a standing position	<input type="checkbox"/> Dance to reflect the mood of the music	<input type="checkbox"/> Throws and catches a big ball with a partner
<input type="checkbox"/> Runs in different directions and stops with control	<input type="checkbox"/> Creates a dance phrase	<input type="checkbox"/> Bounces and catches a big ball with a partner
<input type="checkbox"/> Co-ordinates arms and legs when running	<input type="checkbox"/> Copies simple movement patterns in dance	<input type="checkbox"/> Takes part in simple sending and receiving games
<input type="checkbox"/> Avoids obstacles whilst running	<input type="checkbox"/> Attempts to hit a small ball over a net	<input type="checkbox"/> Sends a ball in the rough direction of another person
<input type="checkbox"/> Repeats a sequence	<input type="checkbox"/> Runs and catches a small ball, then stops	<input type="checkbox"/> Aims a ball at the goal
Physical Activity		
<input type="checkbox"/> Works with a small group to achieve an outdoor challenge	<input type="checkbox"/> Explains how different parts of their body are moving, e.g. bending	
<input type="checkbox"/> Actively takes part in outdoor challenges	<input type="checkbox"/> Uses playground equipment appropriately	
Competition		
<input type="checkbox"/> Suggests an action/idea to help overcome a problem	<input type="checkbox"/> Moves to attempt to gain possession of a loose ball	<input type="checkbox"/> Attempts to keep possession of the ball
<input type="checkbox"/> Suggests how their techniques could be improved	<input type="checkbox"/> Follows the rules of a game	<input type="checkbox"/> Attempts to intercept the ball
<input type="checkbox"/> Runs towards the ball in a match	<input type="checkbox"/> Describes the rules of a game	
Healthy, Active Lives		
<input type="checkbox"/> Explains how to be safe with some P.E. equipment	<input type="checkbox"/> Suggests how they should playing safely on outside equipment	<input type="checkbox"/> Describes what happens to their heart when they exercise

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Competence		
<input type="checkbox"/> Treads water for 30 seconds	<input type="checkbox"/> Swims 10 metres wearing light clothing	<input type="checkbox"/> Swims on back for 15 metres
<input type="checkbox"/> Swims 25 metres	<input type="checkbox"/> Swims on front for 15 metres	<input type="checkbox"/> Collects three objects which are fully submerged, in one breath
Technique		
<input type="checkbox"/> Controls breathing when swimming	<input type="checkbox"/> Skulls on the back, head first	<input type="checkbox"/> Demonstrates an awareness of how to pace themselves in distance challenges
<input type="checkbox"/> Suggests what they think needs work, e.g. breathing techniques	<input type="checkbox"/> Skulls on the back, feet first	<input type="checkbox"/> Demonstrates a range of swimming strokes which are generally co-ordinated, e.g. backstroke kick, breaststroke arms, front crawl kick and arms
Safety		
<input type="checkbox"/> Creates own water safety code	<input type="checkbox"/> Explains how to attract attention if in difficulties in water	
<input type="checkbox"/> Suggests safe ways to help someone in difficulties in the water	<input type="checkbox"/> Answers questions about the water safety code	