connecting steps v4
Take the next step...

Name:

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Producing, Exploring & Recording

- ☐ Collects pictures from a range of sources that relate to a specific subject
- ☐ Uses tools effectively on pliable material
- ☐ Discusses patterns in terms of shapes/lines/colours
- ☐ Discusses the mixing of colours
- ☐ Works in 2D

- ☐ Works in 3D
- ☐ Includes a range of materials in their work in a variety of ways, e.g. buttons, wool, beads, feathers, etc.
- ☐ Makes models which use a variety of materials
- ☐ Names their model with a topic-related name
- ☐ Responds appropriately to shape-based terminology, e.g. where's the round shape, pass me the box, etc.

- ☐ Responds appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc.
- ☐ Selects colour with purpose
- ☐ Selects a different brush for each colour paint

Technical Proficiency

- ☐ Colours in a picture and tries to keep within the lines
- ☐ Undertakes a task using some simple tools under supervision
- ☐ Cuts with scissors when paper held for them

- ☐ Names colours mainly accurately
- ☐ Selects material appropriate for the task
- ☐ Selects tools appropriate for the purpose

- ☐ Is not fazed by the different shades when naming colours
- ☐ Uses tools with their preferred hand
- ☐ Generally holds pencil correctly and with sufficient grip

Evaluation & Analysis

- ☐ States a preference for a colour, technique or decoration
- ☐ Dictates captions for their artwork
- ☐ Describes the result of their action

Artists, Craft Makers & Designers

- ☐ Shows awareness of other artist's work
- ☐ Identifies a drawing, painting and sculpture

- ☐ Communicates about an aspect of artwork
- ☐ Suggests a name or caption for an artist, craft maker or designer's work

Name:

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Creative, Technical & Practical Expertise

- Explores what happens to objects when the battery or cell is taken out
- Indicates that batteries are needed to provide power
- Relates the size of battery to an object, e.g. a watch has a small battery and a car has a bigger battery, etc.
- Controls horizontal movement using a switch
- Controls vertical movement using a switch
- Inputs simple operation, e.g. in floor turtle
- Describes the action of a magnet using simple language, e.g. it sticks to things
- Adds wheels to object to make it move
- Indicates that different things move at different speeds, e.g. car/bike

- Finds inclined planes in their environment, e.g. a ramp, the slide, the stairs, etc.
- Explains why inclined planes make our lives easier in simple terms
- Adds to a construction kit model to make it stronger or to make it move better
- Attempts to change their tall structure to help it become more stable
- Cuts with scissors when paper held for them
- Uses tools effectively on pliable material
- Rolls pliable materials into different shapes
- Responds appropriately to shape-based terminology, e.g. where's the round shape, pass me the box, etc.
- Finds shapes from description, e.g. with a straight edge

- Selects a specific shape from a collection, e.g. circles
- Communicates about the properties of geometric shape in hand
- Collects pictures from a range of sources that relate to a specific subject
- Responds appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc.
- Selects material appropriate for the task
- Selects tools appropriate for the purpose
- Uses tools with their preferred hand

Designing & Making for Users

- Communicates what they want to make with a member of staff
- Works in 2D
- Works in 3D

- Undertakes a task using some simple tools under supervision
- Includes a range of materials in their work in a variety of ways, e.g. buttons, wool, beads, feathers, etc.
- Builds with a range of construction material

- Turns objects to align them
- Selects colour with purpose
- Looks for appropriate shapes/materials/sizes to fit or match their product

Evaluating & Testing Ideas & Products

- Communicates about an aspect of their model or product
- Explains in simple terms what their product does
- States who they have made their product for

- Names their model with a topic-related name

Investigating and Analysing Products
- Explores similar products made from two different materials, e.g. a wooden box and a cardboard box

- Gives a simple reason why an object is made from that material

Name:

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Creative, Technical & Practical Expertise

- Lists ways food is preserved
- Measures and weighs wet ingredients appropriately
- Suggests ways to overcome cooking issues, e.g. how to stop food sticking to a baking tray
- Recognises the common imperial measures for weight, e.g. pounds
- Recognises the common imperial measures for capacity, e.g. pints
- Lists the skills they used when preparing and cooking their recipes

- Demonstrates safe food processing skills under supervision, e.g. peeling, coring, grating
- Demonstrates a bridge and claw grip to cut harder textures safely
- Outlines how to store food safely
- Opens packets and tins carefully
- Explains safety precautions when using a range of skills, e.g. rolling, whisking and peeling
- Explains how to safely use an oven or hob

- Demonstrates knowledge of safety when heating or cooking food
- Relates knowledge of food hygiene to preparing and cooking food
- Lists simple routines to help stop the spread of germs
- Recognises the importance of washing ingredients

Designing & Making for Users

- Designs and creates a healthy, tasty filling, e.g. using pastry, jacket potatoes
- Presents their dish appropriately

- Prepares and checks the ingredients for their recipe
- Prepares a range of simple food ingredients

- Sources a recipe for something they wish to cook which involves a given technique, e.g. folding
- Follows recipes to make simple cooked food, e.g. bread

Evaluating & Testing Ideas & Products

- Recognises different ingredients combine to create different tastes

- Suggests an ingredient they could add to create a specific texture

- Recognises that the appearance of food is important

Principles of Nutrition & Cooking

- Suggests ways to reduce food wastage
- Finds out about sowing and harvesting times, e.g. using information on seed packets
- Suggests why we preserve food
- Suggests vegetables to accompany a meal at different times of the year, e.g. when reading a sowing or harvesting chart
- Recognises that some foods are imported and exported
- Uses food/farming vocabulary correctly in context e.g. sow, rearing, harvest

- Recognises that climate and other conditions affect when and where food is grown or reared
- Lists fruit and vegetables grown in their locality at different times of year
- Explains why we can still buy food which is not in season in the UK
- Reads information labels on food to find out about their nutritional value
- Plans a balanced day's food for a person
- Identifies foods that make part of a healthy diet

- Puts food into correct food groups
- Investigates what each food group gives in the way of nutrition
- Recognises what constitutes a portion of different foods
- Recognises what constitutes a healthy, balanced diet
- Recognises that it is important to eat a balanced diet

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Geographical Skills & Fieldwork

☐ Makes a simple pictorial representation of what they have seen	☐ Labels a simple diagram, e.g. annotates body parts on a silhouette	☐ Adds detail to a map of a familiar place, e.g. furniture in their bedroom
☐ Recognises links between objects, e.g. car/garage, leaf/tree	☐ Records data through pictures, e.g. weather information using pictures of the sun and rain	☐ Discusses, compares and demonstrates understanding of the terms "near" and "far"
☐ Completes a simple chart to show their findings	☐ Undertakes fieldwork in the setting	☐ Describes where objects are in relationship to others using positional language
☐ Considers their own safety, e.g. when pond dipping, working with tools or undertaking an experiment	☐ Uses a magnifying glass to examine closely	☐ Finds items from simple positional and directional clues
☐ Finds information from secondary sources	☐ Uses cameras to take still and moving pictures	☐ Follows and gives directions around the room and the setting

Human & Physical Geography

☐ Identifies some different types of homes	☐ Gives simple reasons why something has eroded in the environment	☐ Classifies a place as being built or created by people, e.g. a shop, office
☐ Identifies the features of the place where they live	☐ Describes how different weather might affect them/what they wear	☐ Classifies a place as being created by nature, e.g. a cliff, beach
☐ Describes features of the land using appropriate language	☐ Discusses the different types of food they see in shops	☐ Describes vegetation they see in a photographs of different places, e.g. by a road, in a garden, in a desert
☐ Observes the effect of natural elements, e.g. wind, water, etc	☐ Understands that food is transported to shops from different places	☐ Looks at examples of rock formations and comments on the shapes/colours they see

Locational Knowledge

☐ Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road	☐ Refers to our planet as 'Earth'	☐ Indicates that land is coloured green, brown or yellow on simple maps
☐ Points to sea/lands on globe	☐ Knows number of their house and street	☐ Indicates that water is coloured blue on simple maps

Place Knowledge

☐ Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests	☐ Indicates that some people around the world have different type of homes to them	☐ Indicates that some people around the world speak different languages to them
☐ Indicates that some people around the world dress differently to them		☐ Indicates that some people around the world eat different foods to them

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Historical Terminology		
☐ Describes the passing of time using simple phrases or vocabulary, e.g. recent, modern	☐ Gives a simple definition of common terms relating to an element of history, e.g. archaeology, Pharaoh, throne	☐ Describes elements of a period of history using some appropriate terms, e.g. legion/shield

Cause & Consequence		
☐ Recognises simple elements which may have stayed the same after an event in history	☐ Recognises simple elements which may have changed after an event in history	☐ Describes changes in their own lives and the lives of their family and friends

Historical Enquiry & Interpretation		
☐ Suggests how we can find out about an element of history ☐ Asks considered questions about what they have seen or information they have listened to or read about ☐ Sequences events in a story they have heard	☐ Recalls details from a story and communicates them to others ☐ Organises objects in sequence according to age ☐ Identifies different ways historians depict the past, e.g. paintings	☐ Extracts information from pictures ☐ Accurately observes and describes artefacts ☐ Finds and uses simple information from different sources when finding out about an element of history, e.g. a visitor, artefacts, paintings

Understanding Connections		
☐ Describes how some familiar things change over time ☐ Recognises simple changes which are due to the actions of a person or society	☐ Recognises simple changes which are due to a historical event ☐ Explains simply how their own lives are different to those in the past	☐ Recognises simple distinctions between present and past in their own and other people's lives

British & World History		
☐ Asks and answers questions about events, people or places studied ☐ Demonstrates some understanding of where people, events and societies fit in a simple chronological framework	☐ Communicates about a significant individual from history, explaining simply how they have contributed to national and international achievements ☐ Lists some key facts about an important place, society or civilization in history	☐ Places people or events into a simple chronological order ☐ Identifies important events in history and states some key facts about it

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Speaking		
☐ Speaks coherently and confidently, with increasingly accurate pronunciation and intonation ☐ Initiates and develops conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	☐ Develops and uses a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions through speech, and take part in discussion about wider issues ☐ Uses and manipulates a variety of key grammatical structures and patterns, including voices and moods, as appropriate when speaking	☐ Uses accurate grammar, spelling and punctuation when speaking

Listening		
☐ Identifies and uses tenses or other structures which convey the present, past, and future as appropriate to the language being studied when listening	☐ Listens to a variety of forms of spoken language to obtain information and responds appropriately	☐ Transcribes words and short sentences heard with increasing accuracy

Reading		
☐ Identifies and uses tenses or other structures which convey the present, past, and future as appropriate to the language being studied when reading	☐ Reads and shows comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provides an accurate English translation of short, suitable material	☐ Reads literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

Writing		
☐ Uses accurate grammar, spelling and punctuation in their writing ☐ Uses and manipulates a variety of key grammatical structures and patterns, including voices and moods, as appropriate when writing	☐ Develops and uses a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions when writing, and take part in discussion about wider issues ☐ Writes prose using an increasingly wide range of grammar and vocabulary, writes creatively to express their own ideas and opinions, and translates short written text accurately into the foreign language	

Name:

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Musical Experience		
☐ Recognises the difference between loud and quiet sounds, and silence ☐ Communicates in simple terms about the tempo of music they hear	☐ Determines between one strand or more than one strand of music when listening to music ☐ Listens to recorded and live music for a short period, commenting simply on musical elements	☐ Listens for and pinpoints high and low sounds in a piece of music ☐ Listens for and pinpoints long and short sounds in a piece of recorded music

Music Creation		
☐ Represents high and low sounds visually using simple patterns or picture symbols ☐ Creates a short musical sequence that combines long and short sounds	☐ Creates a rhythmic sequence which changes tempo ☐ Creates a pattern which shows a contrast in dynamics	☐ Creates a musical sequence which has a beginning and an end

Singing & Musical Instruments		
☐ Follows the lead to clap or walk to pulse ☐ Claps back short rhythmic patterns which include rests ☐ Claps back a short rhythm from music they have heard ☐ Sings songs with and without an accompaniment	☐ Sings action songs ☐ Performs rhymes on their own ☐ Rehearses with others in small group ☐ Mouths or chants the words in time with an accompaniment	☐ Joins in with others to say a rhyme ☐ Explores and describes different sounds from one instrument ☐ Completes call and response melodies choosing from different voices, e.g. singing or humming

Name:

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Spiritual, Moral, Social & Cultural Development

- [ ] Demonstrate an awareness of the purpose of some artefacts
- [ ] Describes a religious event
- [ ] Follows simple stories about events in the past
- [ ] Follows simple stories about people in the past
- [ ] Handles religious artefacts with care and respect
- [ ] Listens and responds to a range of faith stories
- [ ] Understands that music is part of celebrations and daily life
- [ ] Communicates about how the music makes them feel
- [ ] Experiences quiet reflection time
- [ ] Identifies "Special Days", e.g. Christmas, birthday, etc.

Personal Development & Wellbeing

- [ ] States how they celebrate things in their lives, e.g. birthdays
- [ ] States how they would prefer to celebrate something
- [ ] States what and when things are celebrated in their lives
- [ ] Communicates what or who is special to them
- [ ] Explains why something or someone is special to them
- [ ] Identifies the rules they have to follow
- [ ] Declares that something is not fair
- [ ] Identifies behaviour that could be considered as right and wrong
- [ ] Accepts that they cannot just take what they want

Community Cohesion

- [ ] Identifies a badge which shows they belong to something, e.g. school
- [ ] Identifies people who cares for others, e.g. families, nurses, etc.
- [ ] Observes things that are good and bad in their community, e.g. shops vs litter, etc.
- [ ] Names a few people in a particular group or place they visit, e.g. cooking group, work placement
- [ ] Demonstrates an awareness that not everyone feels like they do
- [ ] Takes turns
- [ ] Communicates with peers co-operatively
- [ ] Appreciates other people have feelings