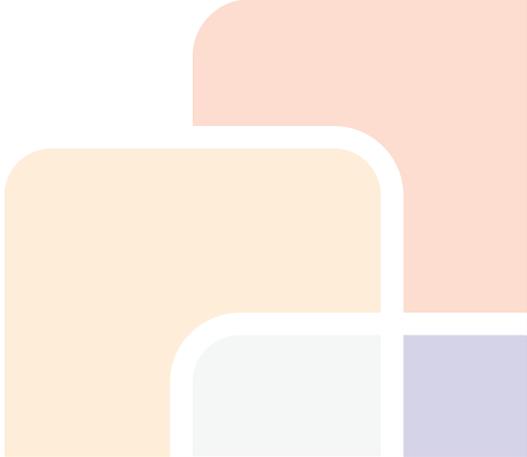# Progression through Skills

in the National Curriculum for Wales

Foundation Phase
& Key Stage 2

Incerts

Progression through Skills
in the National Curriculum for Wales

Contents

Foreword

This document contains the outcomes expected of children in the Foundation Phase, and the attainment target level descriptors for children in Key Stage 2, arranged into a series of progressions through different simple skills. The outcome and level descriptors come from the Foundation Phase document and the individual Key Stage 2 subject documents, produced for Wales by DCELLS in January 2008. These documents also set out the skills that are implied by the outcome/level descriptors and into which they are arranged here.

Teacher Assessment

Assessing children's attainment within the areas of learning and the subjects of the National Curriculum is easier when these are broken into their constituent skills. This document may be used directly to support and record teacher assessment, and as an aid to understanding the 2008 curriculums.

The outcomes and level descriptors, arranged into skills, can also be found in Incerts 2010, a web-based system for recording and tracking teacher assessment.

About Incerts

Incerts is a non-profit organisation working to support children's learning and reduce teachers' workload in England and Wales. Its curriculum development and school improvement work is funded entirely by schools and Local Authorities.

Personal Development and Well-Being

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Expressing Feelings	She has started to express in simple terms how she feels and to respond to social greetings.				She recognises her feelings and can express them appropriately.	
Empathy and Friendship	She is dependent on familiar adults emotionally.	She demonstrates affection for other children and sometimes plays with them.	She recognises and is increasingly sensitive to the needs of others.	She supports, comforts and helps other children when they are sad or upset.		She has begun to form friendships that are very important to her.
Living Things			She is beginning to understand that all living things should be treated with care, respect and concern.	She enjoys caring for the environment, such as plants and pets.		
Reflection					She has a greater understanding of the consequences of her actions and takes responsibility for decisions that she makes.	She understands how she can improve her learning and can be reflective.
Independence and Perseverence	She has begun to role play on her own or in parallel with other children, often near a familiar adult.		She has become more independent in her learning and is able to cope with change to routines.	She is able to concentrate on a task and has definite likes and dislikes.		She demonstrates skills of perseverance, concentration and motivation, and is competent in identifying and solving problems.
Health and Safety		She is beginning to develop an awareness of personal safety, and in particular of dangerous hazards.		She is aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.	She understands that to keep her body healthy she will need to eat and drink appropriately.	
Personal Care	She shows knowledge of familiar care routines, and when an adult is assisting her with her everyday personal needs she is usually keen to help.	She is trying to be independent in her personal care, but sometimes needs assistance.	She is able to cater for most personal needs independently.			

Social Development and Cultural Diversity

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Cooperation		She likes to help adults and peers when it doesn't conflict with her interests.		She will take part in cooperative play independently.	She associates, cooperates and communicates appropriately with peers and familiar adults and seeks help when necessary.	
Self-Control	She is learning that some behaviour is unacceptable.	She has become aware of her own feelings and emotions and is beginning to identify with those of others.	She demonstrates some control over her emotions and will often adopt the standards of behaviour of adults that are close to her.	She increasingly shows self-control and is able to wait for her needs to be met.	In the main, she is able to control her emotions and cope with disappointment.	She has learned that she can, and often does, control her emotions, and she demonstrates appropriate self-control.
Fairness and Rules		When supported by an adult, she is willing to share toys and materials and will take turns.	She is beginning to recognise appropriate behaviour for different situations and respond to reason.		She has grasped the concept of fair play and has an understanding of rules and why they are there.	She has moved on to be able to see things from other children's and adults' points of view.
Morality and Ethics					She has a clear understanding of right and wrong.	She has an understanding of how she should relate to others morally and ethically.
Cultural Diversity				She is becoming increasingly aware of the similarities and differences between herself and her peers, and recognises cultural differences and diversity.	She is more aware of other people's feelings, views and beliefs.	She understands that people have different preferences, views and beliefs.
Respect for Others					She respects others and values their achievements.	Idol/hero figures are significant in her play and in her life.

Language, Literacy and Communication: Oracy

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Demonstrating Understanding	She can understand and follow simple instructions.	She responds to instructions and questions.	She listens to others and usually responds appropriately.	She listens to others and responds appropriately.	She usually listens carefully and understands simple information.	She makes relevant comments and asks appropriate questions to show that she has listened carefully.
Songs and Rhymes	She increasingly wants to join in songs and nursery rhymes, especially action songs and finger rhymes.	She expresses some enjoyment and interest in listening to stories, songs and rhymes.	With support, she re-tells familiar stories and repeats/memorises songs and rhymes.			
Fluency of Speech	She 'talks' to herself.			She speaks audibly, conveying meanings to a range of listeners.	She speaks clearly, with increasing confidence.	
Communicating	She is starting to express herself through role play.	She converses simply, for example using simple questions like 'Why?' and 'How?' without link words.	She is starting to use complete sentences.	She is starting to extend her ideas or accounts by including some detail.	She conveys simple information in conversation.	She explores and communicate ideas, showing an awareness of sequence and progression in a range of contexts.
Vocabulary	She repeats the names of familiar objects.		She draws on an increasing vocabulary in her talk.		She uses a growing vocabulary and is starting to realise that there is variety in the language she hears around her.	
Adapting to the Listener					She shows an awareness of the needs of the listener by including relevant detail.	She is beginning to modify her talk to the requirements of the audience, varying the use of vocabulary and level of detail.
Proper Speech					In some situations she adopts a more formal vocabulary and tone of voice.	

Language, Literacy and Communication: Reading

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Books		She looks at books with or without an adult and shows an interest in their content.	She handles a book as a 'reader' and talks about its content.			
Reading Words		She differentiates between print and pictures.	She is beginning to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.	She recognises familiar words in simple texts.	She uses a range of strategies to establish the meaning of unfamilar words.	She reads independently, using appropriate strategies to establish meaning.
Gathering Information						She uses her knowledge of the alphabet to locate books and find information.
Showing Understanding	She is beginning to follow stories read to her and is starting to respond appropriately.	She is starting to follow stories from pictures.			She shows understanding of major events or ideas in stories, poems and non-fiction.	She shows an understanding of the main points of texts and talk about significant details.
Expressing Opinions				She responds to poems, stories and non-fiction by identifying aspects she likes.	She expresses opinions about stories, poems and non-fiction.	She responds to texts and express preferences.
Reading Aloud				When reading aloud, she uses her knowledge of letters and sound-symbol relationships to read words.	Generally, she reads out simple texts accurately.	She reads a range of texts with growing accuracy, fluency and emphasis.

Language, Literacy and Communication: Writing

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Communication				She writes simple words and phrases to communicate meaning.	She can communicate and develop her ideas, often in a sequence of connected sentences.	She often writes in an organised, imaginative and clear way.
Form				She is starting to understand the different purposes and functions of written language.		She uses the main features of different forms of writing appropriately.
Vocabulary					She uses appropriate and interesting vocabulary, showing some awareness of the reader.	In her writing, she chooses words for variety, interest and effect.
Spelling					She usually spells simple words correctly, and where there are inaccuracies, the alternative is phonically plausible.	She usually spells accurately.
Punctuation				She is beginning to demonstrate an understanding of how sentences work.	She uses capital letters and full stops with some degree of consistency.	Generally, she punctuates her writing accurately.
Grammar						She usually writes sentences whose basic grammatical structure is correct.
Handwriting	She is starting to 'draw' using her preferred hand and experiment with mark-making.	She tries out a variety of instruments to make marks and shapes on paper or other appropriate material.	She holds writing instruments appropriately, discriminates between letters and begins to write in a conventional way.	She forms letters that are usually clearly shaped and correctly orientated.	When handwriting, she forms letters accurately and with consistent size.	She produces legible writing.

Mathematical Development: Using and Applying

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Using Mathematics	She shows an awareness of number activities, and follows and responds to number stories and games.	She uses mathematics in day-to-day activities and in her play.		She uses mathematics as an integral part of classroom activities.	She uses mental calculation strategies to solve number, money and measure problems.	
Purpose of Money		In her play, she develops an awareness of the purpose of money.				
Generalising						She finds particular examples that satisfy a general statement.
Discussing Mathematics		She responds appropriately to key mathematical vocabulary and questions.	She uses familiar mathematical terms in practical situations.	She discusses her work.	She talks about her work using familiar mathematical language.	She talks about and explains her work.
Representing Mathematics				She represents her work with objects or pictures.	She represents her work using symbols and simple diagrams.	She uses and interprets mathematical symbols and diagrams.
Mathematical Strategies						She organises her work.
Finding Solutions						When working to solve a problem, she tries different approaches.
Checking Results						She checks her results.

Mathematical Development: Number and Algebra

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Rote Counting	She anticipates and joins in with familiar number rhymes and songs.	She joins in rote counting of numbers from 1 to 10.	She rote counts to beyond 10, and onwards from a given small number.	She counts on and back in steps of different sizes and from different numbers.		
Recognising Numerals	She signs or indicates one or more numbers between 1 and 5.	She recognises and names numbers 1 to 3.	She recognises numerals from 1 to 9.			
Writing Numerals		She records numbers initially by making marks or drawing pictures.	She tries to record numerals from 1 to 9.	She writes the numerals up to 10.		She recognises negative numbers in the context of temperature.
Counting Objects	She counts or indicates two objects.	She counts up to three objects reliably.		She counts up to ten objects reliably.	She counts larger sets of objects reliably.	
Adding Up		She understands the concept of 'one more'.	She carries out simple addition using numbers 1 to 5.	She carries out addition using numbers 1 to 10.	She chooses the appropriate operation when solving addition or subtraction problems.	
Taking Away			She understands the concept of 'one less' and that 0 means none.	She subtracts numbers when solving problems involving up to ten objects.	She uses mental recall of number facts to 10 to add or subtract larger numbers.	She develops further mental strategies for adding and subtracting numbers with at least two digits.
Multiplication and Division						She uses mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders.
Decimal Place Value				She orders numbers up to 10.	Having some understanding of place value in numbers, she orders numbers up to 100.	She uses place value in numbers up to 1000 to make approximations.
Parts and Percentages					She identifies and uses halves and quarters in practical situations.	She uses decimal notation in recording money.
Sequences			She talks about or indicates, recognises and copies simple repeating patterns and sequences.	She recognises, uses and makes repeating patterns.	She recognises sequences of numbers.	

Mathematical Development: Shape, Space and Measure

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Position, Shape and Scale	She demonstrates interest in position and the relationship between objects.	She shows understanding of words, signs and symbols that describe size and positions.		She uses everyday language to compare and to describe positions and properties of regular shapes.		She classifies shapes in various ways.
Angles					She distinguishes between straight and turning movements, and recognises half-turns and quarter-turns and right angles in turns.	
Comparing and Measuring	She starts to compare physical properties of objects.	She begins to develop an understanding of one-to-one correspondence by matching pairs of different objects or pictures.	She compares and orders two or more objects by direct observation.	She measures and orders objects using direct comparison.	She uses everyday non-standard and standard units to measure length and mass.	She uses standard units of length, capacity, mass and time.
Time / 3-D Shapes			She shows awareness of time in terms of her daily activities.	She orders events.		

Mathematical Development: Handling Data

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Classifying / Collecting Data	She sorts and matches objects or pictures by recognising similarities.	She sorts objects using one criterion, and is aware of contrasting qualities.	When sorting, she recognises when an object is different and does not belong to a familiar category.	She sorts and classifies objects, demonstrating the criterion she has used.	She sorts objects and classifies them using more than one criterion.	
Values of Coins				She is aware of the values of different coins.		
Interpreting Data						She extracts and interprets information presented in simple tables, lists, bar charts and pictograms.
Graphs and Charts					When she has gathered information, she records her results in simple lists, tables, diagrams and block graphs.	She constructs bar charts and pictograms.

Welsh Language Development: Oracy

	Outcome 1	Outcome 2	Outcome 3		Outcome 4	Outcome 5	Outcome 6
Demonstrating Understanding	She begins to follow stories read to her, understanding some words, and starts to respond appropriately, verbally or non-verbally.	She responds to simple instructions.	She responds to instructions and questions, spoken clearly by a familiar voice.		She shows she understands words and phrases spoken clearly by a familiar voice by responding non-verbally or in short spoken phrases.	She shows she understand short items spoken by a familiar voice by responding non-verbally or in short spoken phrases.	She shows she understands a series of short items spoken by a familiar voice by responding non-verbally or in short spoken phrases.
Songs and Ryhmes	She increasingly begins to join in action songs and finger rhymes.	She increasingly wants to join in songs and nursery rhymes.	She listens to songs and rhymes with some enjoyment and interest, and can repeat/memorise them with support.				
Fluency of Speech					She speaks with understandable pronunciation and intonation when imitating and using simple words and phrases.	When speaking, her pronunciation and intonation is understandable and there is some variation her vocabulary and patterns of speech.	When speaking, her pronunciation and intonation is understandable and she uses an increasing range of vocabulary and patterns which are usually accurate.
Communicating	She repeats some familiar words and phrases.	She converses simply, sometimes replacing English words with Welsh when involved in activities.	She is starting to express herself through role play.		With support, she communicates simple information, asks and answers questions.	She asks for, understands and communicates simple information.	She asks for, understands and communicates simple, personal and factual information clearly, and makes some statements voluntarily.
Expressing Opinions							She expresses opinions simply.

Welsh Language Development: Reading

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Reading Words		She looks at books with or without an adult and shows an interest in their content.	She is beginning to recognise the alphabetic nature of reading and writing and understand that written symbols have sounds and meaning.	She recognises familiar words.	She recognises simple and familiar words and phrases within her experience and begins to show an interest in written material by reading some simple passages.	
Showing Understanding				She shows an understanding of single words by means of non-verbal responses.	She shows an understanding of what is read by responding to the content verbally or non-verbally.	She understands and responds simply to texts that include an increasing range of words, phrases and short passages in familiar contexts.
Expressing Opinions						She responds to poetry, stories and factual material by referring to aspects she likes.
Independent Reading						She is beginning to read independently and choose some texts voluntarily.
Reading Aloud				She connects the written form of words with their sound when reading single words.		She reads simple texts quite clearly.

Welsh Language Development: Writing

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Communication				She communicates by copying correctly and writing words and some simple and familiar phrases from memory.	She communicates by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within her experience.	She writes short, basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within her experience fairly accurately.
Form				She is beginning to understand the different purposes and functions of written language.		When writing, she shows some awareness of the reader and of form.
Spelling					Usually she spells simple words correctly.	She spells familiar words accurately.
Punctuation					She uses capital letters and full stops with some consistency.	On the whole, she uses capital letters, question marks, apostrophes and full stops accurately.
Handwriting and Presentation				She forms letters that are usually clearly shaped and correctly orientated.	She forms letters that are accurately formed, consistent in size, and used according to convention.	She writes legibly and presents her work appropriately.

Knowledge and Understanding of the World: History

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Time and Sequence	She shows knowledge of daily routines.	She is beginning to match specific activities to certain times of day/week.	She is beginning to understand the passing of time, sequencing some significant events in her past and some anticipated events in the future.	She shows her emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects.	She communicates her developing sense of chronology by using terms concerned with the passing of time and by ordering events and objects.	She is aware that the past can be divided into different periods of time.
Differences in the Past		She is starting to show some appreciation of present and past.		She shows awareness of the distinction between present and past in her own and other people's lives.	She makes distinctions between aspects of her own life and past times.	She recognises some of the similarities and differences between different periods of the past.
Knowledge of the Past				She recounts episodes from stories she knows about the past.	She demonstrates knowledge of aspects of the past and of some of the main events and people she has studied.	She demonstrates knowledge of some of the main events, people and changes studied.
Causes and Consequences			She participates in the planning of future activities and makes predictions by reflecting on previous experiences.		She is starting to recognise that there are reasons why people in the past acted as they did.	She is beginning to suggest a few reasons for, and results of, the main events and changes.
Interpretations of History				She is beginning to recognise representations of the past.	She is beginning to recognise that there are different ways of representing the past.	She identifies some of the different ways in which the past is represented.
Historical Enquiry				She is starting to ask simple questions about the past and then to find the answers from sources provided.	She asks questions about the past and finds answers by making simple observations from historical sources provided.	She suggests ways of using historical sources to answer her questions about the past.
Organising and Communicating				She recognises and groups items of information about the past.	She is beginning to select, organise and communicate items of information about the past.	She selects, organises and communicates historical information in a variety of ways.

Knowledge and Understanding of the World: Geography

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Familiar People	She recognises herself and familiar people in pictures/stories.	She develops knowledge of roles of familiar people.				
Understanding of Places				She shows knowledge and understanding of her immediate locality.	She shows knowledge and understanding of different localities.	She shows knowledge and understanding of different localities and environments.
Maps and Directions		She is gaining confidence in finding her way in familiar surroundings.	She can follow simple instructions/directions.	She describes where she is, using everyday terms, draws a simple map and follows directions.	She finds information from a map, draws simple maps with symbols and is aware of compass directions.	She uses globes and maps to find information about places, draws maps that include a key and symbols, and understands directions.
Differences between Places				She recognises features of specific places.	She describes the natural and human features of different localities.	She recognises simple comparisons and offers some reasons for the natural and human features of different localities.
Changes over Time				She is aware that some places change over time.	She recognises how some different places change.	
Environmental Change			Through enquiry, she is able to identify changes in her environment.		She recognises that people's actions affect the environment.	She recognises that people have positive and negative impacts on her environment.
Investigation				She finds answers to simple questions about places using resources provided.	She asks simple questions, makes observations, collects information indoors and outdoors and finds answers using resources provided.	She asks and responds to a range of simple questions, and observes, collects and records information indoors and outdoors.
Drawing Conclusions						She finds answers to her investigations.
View and Opinions				She expresses her views on features of places.	She expresses her views about the environment of a locality.	She expresses her views about places, supported with some reasons, and recognises that people have different views.
Presentation and Communication	Through adult encouragement, she is beginning to communicate about her creations, such as models and pictures.	She is becoming more confident when communicating/talking about her work.		She communicates through a variety of media.		She presents information in a variety of ways.

Knowledge and Understanding of the World: Science

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Explaining Changes			She communicates her developing knowledge of items in everyday use.	She recognises and names a range of common animals, objects, materials, light sources and sound sources.	She describes how she groups living things, objects, materials and physical phenomena using simple differences between them.	She gives simple explanations, based upon her everyday experiences, for her findings and for differences between and changes to organisms, objects, materials and physical phenomena.
Classifying Objects		She is starting to sort objects into simple categories.	She sorts objects and materials according to specific criteria.			
Making Observations	She explores objects and materials within immediate and familiar environments.	She handles and explores the use of a range of tools/equipment.	She is starting to record observations using symbols/pictures/simple signs or phrases.	She makes and records observations.	She uses simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events.	
Planning an Enquiry		She makes some choices about materials/equipment to complete a given task.			She communicates the steps needed to carry out her investigations.	She plans, with support, the approach to be used for her enquiries.
Success Criteria						When appropriate, she agrees on some simple success criteria.
Ideas and Predictions	She often asks the question 'why?'.	She responds to open questions about her experiences and offers her own ideas using short phrases or alternative methods of communication .		She listens and responds to scientific ideas and reacts appropriately.	She uses her experiences to develop her own ideas.	She talks about her ideas and makes simple predictions using her everyday experience.
Describing Work					She reflects and evaluates by describing her work in detail using an increasingly appropriate vocabulary.	
Reflecting on Outcomes				She is starting to identify what did and did not work.	She offers explanations why something worked or did not work.	She identifes what did and did not work, and suggests what she could have done differently to improve her findings.
Linking Learning						She links what she has learned, with support, to familiar situations.

Creative Development: Art and Design

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Exploring Materials	She enjoys manipulating, investigating and exploring materials/resources.	She investigates, explores and experiments with a range of materials/resources.	She builds up her knowledge of the characteristics of a range of materials/resources through exploring and investigating.	She experiments practically and imaginatively with the basic visual, tactile and sensory language of art, craft and design.	She explores practically and imaginatively visual, tactile and sensory qualities.	She experiments with visual, tactile and sensory qualities.
Tools and Techniques	She is able to exercise some control in mark-making and pattern-making with her fingers and tools.		She uses a range of tools/equipment with increasing accuracy.	She uses materials and tools to make images and artefacts.	She uses a range of materials and tools to make images and artefacts.	She uses a range of materials, tools and techniques to achieve different outcomes.
Artefacts and Images		She assembles materials into artefacts that have meaning to her, and is starting to use lines and shapes to create symbols and images.	She assembles and joins materials into meaningful artefacts and can create images and symbols from a range of lines, marks and shapes.	Through her creative work, she record what she feels, observes, imagines or has experienced.	She makes images from observation, experience, memory, ideas and imagination.	She records her ideas and feelings through drawing and other methods.
Organising Resources					She uses resources that she has collected and organised to support her work.	When making images and artefacts, she can choose from a range of resources that she has collected and organised as a basis for her work.
Modifying Work			She is beginning to participate in the planning of future activities by reflecting on previous learning.		She makes changes to her work where she thinks these are necessary.	She makes suitable changes to her work where she identifies the need for modification.
Comparing Work		She responds to open questions about her own and others' work.	She increasingly collaborates with others in her work, and expresses her opinions about her own work and that of others.	She is starting to make connections between her own work and the work of others.	She recognises similarities and differences between her own practical work and that of others.	She describes similarities and differences between her own work and that of others.
Responding to Art				She conveys her response to creative work using basic communication skills.	She responds to creative work by describing simply what she feels and thinks about it.	She is starting to respond to the creative work of others imaginatively.

Creative Development: Music

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Singing	She responds to simple musical routines by joining in or moving to the music, broadly imitating actions, sounds and words.	She imitates simple rhythms and musical patterns, broadly matching dynamics or other musical elements.	She performs simple action songs and nursery rhymes with others, broadly matching dynamics or other musical elements.	She sings with clear diction, performing loudly or quietly as directed.	She keeps broadly in tune when singing songs comprising a limited range of notes.	She sings songs in tune.
Instrumental Performance				She claps or taps a steady beat in time with others.	She plays simple patterns on a percussion instrument in time to a steady beat.	She can play an instrumental part using a limited range of notes.
Fluency and Control						She controls her breathing in order to enhance her performance.
Composing	She explores a range of sound sources and experiments with making sounds, including shaking, striking and scraping.	She explores a range of sound sources, and experiments with producing different qualities of sound.	She contributes to sound stories, making choices about the sounds to be used.	Having explored a variety of sound sources, she chooses suitable sounds in response to a given stimulus.	She chooses and organises sounds in response to a given stimulus and creates short melodic patterns, showing some control of musical elements.	She works with others to create compositions that have a simple musical shape.
Refining Compositions						She revises her ideas where necessary.
Appraising Music	She begins to recognise familiar music.	Through listening and making music, she recognise familiar sounds.	Through making music and listening, she is starting to show an awareness of some musical elements.	She recognises and responds to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.	She makes broad distinctions within musical elements and uses simple terms to describe how they are used for expressive purposes.	She makes distinctions within musical elements and discusses how effectively these elements are used.

Creative Development: Creative Movement

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Expression and Interpretation	She is beginning to use contrasting movements imaginatively.	She interprets different stimuli such as music, words and pictures by moving in different ways.	She expresses her ideas, and moods such as happy or sad, through simple movements that she can repeat.	She expresses her ideas and feelings through more varied movements.	She communicates her ideas, moods and feelings clearly to a partner or group through her dance.	She responds to varied stimuli, including a partner.
Variety of Movement	She travels, jumps and lands, and holds still positions.	She creates varied body shapes and makes changes of direction.	She makes changes in the position and level of her body.	She includes different shapes, rhythms, and forms of travel in her movements, and make use of different parts of her body, moments of stillness and held balances.		
Control and Coordination				She moves with increasing control, and shows increasing awareness of the space away from others in which she can move safely.	She improves her skills so that her actions have a clearer shape.	She is beginning to show coordination, fluency and control through improved tension in her movements.
Repeating Patterns					She is starting to link and repeat simple movement phrases.	She repeats patterned movements to be found in traditional dances with some accuracy.
Planning Patterns						She plans simple movement patterns.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Effects of Exercise				She recognises how her breathing changes when she exercises and how she looks and feels.	She recognises and describes the physical changes to her body while doing different types of activity.	She describes how exercise affects the body and will give reasons why daily physical activity is good for her.
Sustained Activity	She recognises and uses different pieces of equipment when playing with others.	She plays alone, with a partner or in a small group, using different pieces of equipment.	She explores simple tasks using a variety of equipment for longer periods of time.		She explores different activities.	She sustains activity over appropriate periods of time.
Coordination and Balance	She is developing increasing control over large body movements.	She shows improved balance and coordination, and can stand on one foot for a moment.	She shows increasing control and coordination in a variety of activities.		She moves with increasing confidence, agility and physical control.	She uses and develop her skills with improving coordination and control.
Linking Skills and Actions	She performs more than one action and moves in different ways.		She performs basic physical skills and improves what she does.	She plays and moves in a variety of ways, developing her performance of simple skills, first alone and then with a partner.	She practises to improve her skills and begins to link actions, such as jumping and landing, or catching and throwing.	She is starting to link actions with some fluency.
Gymnastic Performance				She uses the basic actions of travel, jump and land, balance and stillness in her play and gymnastic activities.		She shows improved tension and clearer shape in her movements.
Learning from Others				She improves what she does through watching others and helping them to improve.	She talks about what she and others have done and makes simple suggestions about how to improve performance.	She watches others' performance and says what is good about it and what could be better.
Understanding Skills						She uses her understanding of others' performance to plan how to improve her own skills.
Questions and Terminology						She is starting to use key words related to her activity, and to ask relevant questions in order to improve.
Principles and Strategies						She recognises the different basic principles underpinning competitive and adventurous activities.
Responsibility and Safety			She works safely in a space.	She shows increasing awareness of the space away from others in which to work safely in different environments.	She works safely with others when using equipment and apparatus and takes some responsibility for taking it out and putting it away.	
Attention and Cooperation		She follows simple rules of a game and can start and stop on command.	She listens and responds to instructions.	She listens and responds readily to instructions.		She cooperates in solving problems when working with others.

Physical Development: Coordinated Movement

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Jumping and Hopping	She negotiates large obstacles and is able to jump and land safely.	She climbs over obstacles and uses low apparatus when practising her travelling, jumping and landing.	She is able to jump down from low objects and run around obstacles.	She is able to stand and run on tiptoes, and jump backwards and hop forwards on one foot.	She is able to jump off apparatus with confidence. She is able to jump off apparatus with confidence.	
Throwing and Kicking	She can send and receive an object.		She can send and receive an object a short distance.	She can walk to or run and kick a ball.	She can bounce a ball with one hand and can catch using two hands.	
Pedalling and Balancing		She pedals appropriate size tricycles, bicycles and cars.	She is quite competent in manoeuvring bikes and cars.		She can ride a two-wheeled bike.	
Balancing Blocks	She can build a six-block tower.	She can build a tower of nine or ten bricks.				
Manipulating and Modelling	She is able to manipulate and explore materials by pulling, stretching and squeezing.		She manipulates and locks together appropriate resources.	She constructs models using kits.		
Knots and String			She can string beads on a lace.	She can tie a single knot.		
Using Scissors		She is starting to 'snip' with scissors.	She can cut paper into two pieces using scissors.	She cuts out basic shapes using scissors.	She cuts out pictures and difficult shapes.	
Holding a Pencil		She is starting to hold a large crayon/pencil with fingers and thumb.	She grasps a pencil/crayon maturely and with good control.	She has good control over pencils.	She uses a writing hold that is similar to that of an adult.	
Drawing and Writing			She can draw a person showing head, legs and body.	She draws a person in more detail, e.g. with eyes, nose and a mouth.		She is fairly competent in her drawing and writing skills.

English: Oracy

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Range of Oracy	She talks about matters of immediate interest.	She is beginning to show confidence in talking and listening, particularly where the topics interest her.	She talks and listens confidently in different contexts.	She talks and listens with confidence in an increasing range of contexts.	She talks and listens confidently in a wide range of contexts, including some that are of a formal nature.	She adapts her talk to the demands of different contexts with growing confidence.
Listening and Responding	She listens to others and usually responds appropriately.	She usually listens carefully and responds with increasing appropriateness to what others say.	Through relevant comments and questions, she shows she has listened carefully and understood the main points.	In discussion, she listens carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.	In discussion, she pays close attention to what others say, asks questions to develop ideas and makes contributions that take account of others' views.	She takes an active part in discussion, shows understanding of ideas and considers how and when to respond to others.
Clarity / Evaluating Talk	She speaks audibly to a range of listeners.	She speaks clearly.		She can suggest changes in vocabulary and style which would improve talk.	She is able to evaluate talk and understands how changes in vocabulary and style can improve its quality.	She is able to evaluate her own and others' performance as speakers and can suggest ways to improve.
Conveying Information	She conveys simple meanings and is starting to extend her ideas or accounts by providing some detail.	She develops and explains her ideas using a growing vocabulary.	She explores and communicates ideas.	Her talk is adapted to the purpose: developing and organising ideas thoughtfully and describing events clearly.	She develops her talk purposefully.	
Expressing Opinions			She expresses an opinion simply.	She conveys her opinions clearly, including reasons occasionally.	When expressing opinions, she provides reasons to support her views.	She expresses opinions with evidence to support them.
Adapting to the Audience		On occasions, she shows awareness of the needs of the listener by including relevant detail.	She is beginning to adapt what she says to the needs of the listener by varying the use of vocabulary and the level of detail.		Her talk engages the interest of the listener as she begins to vary her expression and vocabulary.	By varying her vocabulary, expression and tone, she engages the interest of the listener.
Standard English		She is beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.	She is beginning to be aware of standard forms and when they are used.	She uses appropriately some of the features of standard English vocabulary and grammar.	She is starting to use standard English in formal situations.	She is usually fluent in her use of standard English in formal situations.

English: Reading

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Reading Words	She recognises familiar words in simple texts.	She uses more than one strategy, which may be phonic, graphic, syntactic or contextual, to establish the meaning of unfamiliar words.	She can use appropriate strategies in order to read independently and establish meaning.			
Gathering Information			She uses her knowledge of the alphabet to locate books and find information.	She locates ideas and information on a specific topic from more than one source and uses them effectively.	She retrieves and collates information from a range of sources.	She summarises a range of information from different sources.
Showing Understanding		She shows understanding of simple texts she reads.	In responding to literary and non-literary texts she shows understanding of the main points.	In responding to a range of texts, she shows understanding of the significant ideas, themes, events and characters, and is beginning to use inference and deduction.	She shows understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate.	In reading and discussing a wide range of texts, she selects relevant words, phrases and information and comments on their significance and effect, identifying different layers of meaning.
Expressing Opinions	She expresses her response to poems, stories and non-literary texts by identifying aspects she likes.	She expresses opinions about major events or ideas in stories, poems and non-literary texts.	She responds to texts and express preferences.	She refers to the texts when explaining her views.	In her responses, she expresses her opinions and identifies key features, themes and characters, selecting relevant words, phrases, sentences, images and other information to support her views.	She gives personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying her views.
Reading Aloud	When reading aloud with support, she uses her knowledge of letters and sound-symbol relationships to read words.	Generally, she reads out simple texts accurately.	She reads a range of texts fluently and accurately.			

English: Writing

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Communication	She writes simple words and phrases to communicate meaning.	She communicates and develops her ideas in a sequence of sentences, in both creative and factual forms.	She often writes in an organised, imaginative and clear way.	She often sustains, develops and extends her ideas in a lively and interesting way.	She writes in a varied and interesting way, conveying meaning clearly.	In her written work, she often engages and sustains the reader's interest.
Form		She writes with some awareness of form and the reader.	She uses the main features of different forms of writing appropriately, and is beginning to adapt to different readers.	She writes appropriately for the purpose and reader in a range of forms.	She writes in a range of forms for different readers, using a more formal style where appropriate.	She shows some adaptation of style and register to different forms, including using an impersonal style where appropriate.
Vocabulary		She uses appropriate and interesting vocabulary.	She sometimes chooses words for variety and interest.	She sometimes choses words for effect, and those choices are often adventurous.	She makes imaginative vocabulary choices, and often uses words precisely.	She uses a range of sentence structures and varied vocabulary to create effects.
Organisation and Structure				She divides her writing into paragraphs.	She organises simple and complex sentences into paragraphs.	She organises her ideas into effective paragraphs.
Expressing Opinions				She states some opinions, and gives some reasons to support them.	She expresses opinions, supported by reasons.	She expresses opinions and develops some points in support of them.
Spelling		She usually spells simple monosyllabic words correctly, and where there are inaccuracies, the alternative is phonically plausible.	She spells most of the words she uses, including common, polysyllabic words, accurately.	Generally, she spells words that conform to simple regular patterns accurately.	She usually spells words with complex regular patterns correctly.	She spells most words, including irregular words, correctly.
Punctuation	She is beginning to show awareness of how full stops are used.	She sometimes writes sentences beginning with a capital letter and ending with a full stop.	She uses punctuation to mark sentences - full stops, capital letters and question marks - accurately.	She is beginning to use punctuation within the sentence, including inverted commas for speech.	Generally, she uses a range of punctuation accurately.	Usually, she uses a range of punctuation correctly to clarify meaning.
Grammar			She usually writes sentences whose basic grammatical structure is correct.	She is starting to use different sentence structures.		
Handwriting and Presentation	She forms letters that are usually clearly shaped and correctly orientated.	When handwriting, she forms letters accurately and with consistent size.	She produces legible handwriting and presents her work appropriately.	She writes clearly and legibly, and adapts the presentation of her work to the task as appropriate.	She presents her work well, and it is legible.	She presents her work well, and it is legible.

Welsh: Oracy

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Range of Oracy	She talks about familiar matters as individuals and in groups.	She is beginning to show confidence, especially when talking about matters that are within her experience and interest.	She talks with some confidence in different contexts about experiences and events.	She talks confidently in a variety of contexts.	She talks confidently in a wide variety of contexts.	She adapts her talk according to the demands of a wide variety of contexts.
Listening and Responding	She responds appropriately to simple phrases, instructions and questions, and includes some details.	At times, she responds appropriately to a wide range of things she hears, sees or reads, and includes suitable details.	She listens carefully to others, responds appropriately and is starting to ask appropriate questions.	In discussion, she listens carefully, and responds by asking questions and making comments that are responsive to the contributions of others.	She pays close attention to what others say, asks questions to elicit ideas, and makes contributions that take account of others' views.	In discussion, she thinks carefully about what others say, and considers how and when to respond.
Pronunciation and Fluency	Her speech is understandable.	Her pronunciation and intonation are understandable, and she uses an increasing range of vocabulary and patterns that are usually accurate.	She talks with some accuracy, with appropriate pronunciation and intonation, varying vocabulary and register.	She speaks with ease and with coherence, and uses an increasing variety of phrases and sentence patterns with a good measure of accuracy.	She presents information clearly and effectively, and shows a fairly good grasp of the natural syntax of the spoken language.	She demonstrates a fairly sound grasp of the natural syntax of the spoken language and varies vocabulary and expression according to register.
Conveying Information	With support, she communicates simple information.	She seeks, understands and communicates simple information, and develops and explains her ideas.	She communicates simple, personal and factual information clearly, varying her sentences purposefully and showing some awareness of order and progression.	She presents information and talks about experiences, showing awareness of order and progression.	She shows an increasing awareness of progression by developing her talk purposefully.	She presents information and experiences with increasing confidence.
Expressing Opinions			She can express an opinion simply.	She expresses opinions clearly, giving reasons at times.	When expressing an opinion, she consistently provides reasons to support her views.	At times, she uses evidence to support the opinions she expresses.
Adapting to the Audience			She is starting to realise that there is variety in the language she hears around her and to adapt her talk according to the needs of the audience.	She shows an awareness of the needs of an audience by beginning to vary voice, intonation and gestures.	She maintains the interest of listeners by varying voice, intonation and gestures appropriately.	She engages the interest of others by varying her expression and vocabulary.

Welsh: Reading

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Reading Words	She recognises familiar words in simple texts.	She uses a range of strategies to establish the meaning of unfamilar words.	She uses appropriate strategies to establish meaning.			
Gathering Information			She uses her knowledge of the alphabet to locate books and find information.	She gathers information on a specific topic from more than one printed source and uses it effectively.	She gathers, recalls and organises information from various sources.	She gathers, recalls and summarises relevant information from various sources clearly.
Showing Understanding		She shows an understanding of major events or ideas in stories, poems and factual material.	She extracts the main facts from texts and responds to what she has read.	In responding to a wide variety of texts, she shows an understanding of the main ideas, events and characters, and is beginning to show an understanding of what is implicit in the material read.	By selecting the main points and drawing conclusions, she shows understanding of a variety of texts and of what is implicit in them.	In reading and discussing a wide variety of texts, she recognises different layers of meaning and makes comments on their significance and effect.
Expressing Opinions	She responds to poetry, stories and factual material by identifying aspects she likes.	She expresses opinions about stories, poems and factual material.		She refers to the text when expressing opinions.	When responding to a wide range of texts, she expresses opinions and refers to plot, characters and some aspects of style, selecting appropriate words, phrases, sentences and information to support her views.	She expresses opinions on a wide range of subjects and provides reasons for her comments referring to content, themes, structure and aspects of language and style.
Reading Aloud	When reading aloud, she uses her knowledge of letters and the relationship between sounds and symbols to read words.	Generally, she reads out simple texts accurately.	She reads a range of texts with growing accuracy, fluency and emphasis.	She reads clearly and expressively.		

Welsh: Writing

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Communication	She communicates by writing words, phrases and occasional sentences.	She can communicate and develop her ideas, often in a sequence of connected sentences.	She writes in a clear and organised way in both creative and factual forms, and on a variety of subjects.	She often sustains and develops ideas in an interesting, thoughtful and imaginative way.	She writes clearly, in a varied and interesting way, showing perception and imagination.	In her written work, she often engages and sustains the reader's interest.
Form	She is starting to understand the different purposes and functions of written language.		She shows some grasp of form and, at times, adapts her work to the reader.	She shows a fairly sound grasp of form and adapts her work to the reader.	She shows a sound grasp of form when writing for a variety of purposes.	She makes appropriate use of style, language and register suitable to the form.
Vocabulary		She uses appropriate and interesting vocabulary that shows some awareness of the reader and form.	She is beginning to choose words to create effects.	She chooses words and phrases for effect, and those choices are often original.	She often makes original choices of words and phrases, considering the subject of her work and the nature of its audience.	She makes deliberate choices of vocabulary, phrases and sentence forms when developing descriptions, ideas and arguments.
Organisation and Structure			She shows some grasp of progression when developing her ideas.	She writes sentences in progression and divides them into paragraphs.	She organises her writing into paragraphs.	She organises her ideas into effective paragraphs.
Expressing Opinions				She expresses opinions simply.	She expresses opinions supported by some reasons.	She expresses opinions and develops some points in support of them.
Spelling and Mutation			She spells most structure and basic words of the subjects under discussion accurately.	She spells most of the words within her experience correctly, writing words in their standard written form where appropriate and mutating correctly at times.	She uses her knowledge of the rules of spelling to spell and mutate correctly.	She uses mutations, and her spelling is generally accurate, including that of irregular words.
Punctuation	She is beginning to show an awareness of how full stops are used.	She uses capital letters and full stops with some consistency.	On the whole, she uses punctuation - capital letters, question marks, apostrophes and full stops - accurately.	She is starting to use punctuation within sentences when necessary, including apostrophes and quotation marks.	She usually uses punctuation correctly.	She uses a range of punctuation marks to clarify meaning.
Grammar			She produces basic constructions and sentences that are fairly accurate, and varies them to some extent.	She uses more varied and complex constructions fairly accurately.	She uses a range of constructions and phrases in her writing that are fairly accurate and Welsh in flavour.	She has a fairly sound grasp of accurate syntax and natural Welsh idiom.
Handwriting and Presentation	She forms letters that are usually clearly shaped and correctly orientated.	When handwriting, she forms letters accurately and with consistent size, and uses them according to convention.	She produces legible handwriting and presents her work appropriately.	She writes legibly and with ease, and adapts the presentation of her work to the task as appropriate.	She presents her work effectively, and it is legible.	She presents her work effectively, and it is legible.

Mathematics: Using and Applying

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Using Mathematics	She uses mathematics as an integral part of classroom activities.	She uses mental calculation strategies to solve number, money and measure problems.				
Mathematical Information					She identifies and obtains information to solve problems.	She interprets, discusses and synthesises information presented in a variety of mathematical forms.
Generalising			She finds particular examples that satisfy a general statement.		She makes general statements of her own, based on available evidence.	
Discussing Mathematics	She discusses her work.	She talks about her work using familiar mathematical language.	She talks about and explains her work.		She draws her own conclusions, explaining her reasoning.	She gives some mathematical justifications to support her methods, arguments or conclusions.
Representing Mathematics	She represents her work with objects or pictures.	She represents her work using symbols and simple diagrams.	She uses and interprets mathematical symbols and diagrams.	She presents information and results systematically.	She describes situations mathematically using symbols, words and diagrams.	
Mathematical Strategies			She organises her work.	She develops her own strategies for solving problems.		She solves complex problems by breaking them down into smaller tasks.
Finding Solutions			When working to solve a problem, she tries different approaches.	She searches for a solution by trying out ideas of her own.		
Checking Results			She checks her results.	She checks her results are reasonable by considering the context or the size of the numbers.	She checks whether her results are sensible in the context of the problem.	

Mathematics: Number and Algebra

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Rote Counting	She counts on and back in steps of different sizes and from different numbers.					
Writing Numerals	She writes the numerals up to 10.		She recognises negative numbers in the context of temperature.			
Counting Objects	She counts up to ten objects reliably.	She counts larger sets of objects reliably.				
Adding Up	She carries out addition using numbers 1 to 10.	She chooses the appropriate operation when solving addition or subtraction problems.			She orders, adds and subtracts negative numbers.	
Taking Away	She subtracts numbers when solving problems involving up to ten objects.	She uses mental recall of number facts to 10 to add or subtract larger numbers.	She develops further mental strategies for adding and subtracting numbers with at least two digits.	She adds and subtracts decimals to two places.		
Multiplication and Division			She uses mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders.	She uses a variety of mental and written methods for computation, including recall of multiplication facts up to 10 x 10.		She uses the equivalences between fractions, decimals and percentages and calculates using ratios in appropriate situations.
Decimal Place Value	She orders numbers up to 10.	Having some understanding of place value in numbers, she orders numbers up to 100.	She uses place value in numbers up to 1000 to make approximations.	She multiplies and divides whole numbers by 10 and 100 using her understanding of place value.	She uses her understanding of place value to multiply and divide whole numbers and decimals.	
Parts and Percentages		She identifies and uses halves and quarters in practical situations.	She uses decimal notation in recording money.	She uses simple fractions and percentages to describe approximate parts of a whole.	She calculates fractional or percentage parts of quantities and measurements.	She calculates one number as a fraction or percentage of another.
Sequences	She recognises, uses and makes repeating patterns.	She recognises sequences of numbers.		She recognises and describes number patterns and relationships.		She finds and describes in words the rule for the next term or nth term of a sequence where the rule is linear.
Formulae				She uses simple formulae expressed in words.	She constructs and uses simple formulae involving one or two operations.	She formulates and solves a variety of simple linear equations.
Inverse Methods					She checks her solutions by applying inverse operations or estimating using approximations.	She uses trial-and-improvement methods involving approximating and ordering decimals.
Graphing a Mapping						She represents mappings expressed algebraically.

Mathematics: Shape, Space and Measure

	Level 1	Level 2	Level 3		Level 4	Level 5	Level 6
Position, Shape and Scale	She uses everyday language to compare and to describe positions and properties of regular shapes.		She classifies shapes in various ways.		She uses her knowledge of shape to draw common 2-D shapes in different orientations on grids.	She reads scales on maps, plans and graphs.	She enlarges shapes by a positive whole-number scale factor.
Symmetries					She reflects simple shapes in a mirror line.	She recognises, identifies and describes all the symmetries of 2-D shapes.	She uses the properties of quadrilaterals to classify different types of quadrilateral.
Angles		She distinguishes between straight and turning movements, and recognises half-turns and quarter-turns and right angles in turns.				She measures and draws angles to the nearest degree.	She solves problems using angle and symmetry properties of polygons and properties of intersecting and parallel lines.
Co-ordinates					She uses and interprets co-ordinates in the first quadrant.	She uses co-ordinates in all four quadrants.	
Comparing and Measuring	She measures and orders objects using direct comparison.	She uses everyday non-standard and standard units to measure length and mass.	She uses standard units of length, capacity, mass and time.		She chooses and uses suitable units and instruments, reading, with appropriate accuracy, numbers on a range of measuring instruments.	She converts one metric unit to another, knows the rough metric equivalents of imperial units in daily use and makes sensible estimates of a range of measures.	
Time / 3-D Shapes	She orders events.				She uses her knowledge of shape to make 3-D mathematical models.		She uses common 2-D representations of 3-D objects.
Volumes and Areas					She finds perimeters of shapes, areas by counting squares, and volumes by counting cubes.	She finds areas of rectangles and triangles and volumes of cuboids.	She uses formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids.

Mathematics: Handling Data

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Classifying / Collecting Data	She sorts and classifies objects, demonstrating the criterion she has used.	She sorts objects and classifies them using more than one criterion.		She collects discrete data, and groups data where appropriate.		She collects and records continuous data.
Values of Coins	She is aware of the values of different coins.					
Mode, Median, and Mean				She uses the mode and median as characteristics of a set of data.	She uses the mean of discrete data and compares two simple distributions.	
Interpreting Data			She extracts and interprets information presented in simple tables, lists, bar charts and pictograms.	She interprets frequency diagrams and simple line graphs.	She interprets graphs, diagrams and pie charts.	She interprets scatter diagrams.
Graphs and Charts		When she has gathered information, she records her results in simple lists, tables, diagrams and block graphs.	She constructs bar charts and pictograms.	She draws frequency diagrams and constructs simple line graphs.		She constructs pie charts and scatter diagrams.
Understanding Probability				She understands and uses simple vocabulary associated with probability.	She uses the probability scale from 0 to 1.	She uses her knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1 to find and justify probabilities.
Understanding Outcomes					She appreciates that different outcomes may result from repeating an experiment.	She identifies all the outcomes when dealing with a combination of two experiments.

Science: Planning and Communication

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Finding Information	She listens and responds to scientific ideas and reacts appropriately.	She chooses from given options where to find evidence, information and ideas.	She suggests where to find evidence, information and ideas.	She finds and uses a variety of evidence, information and ideas.	She finds and uses relevant evidence, information and ideas.	
Planning an Enquiry		She talks about the steps needed to carry out her enquiries.	She plans, with support, the method to be used for her enquiries.	She plans her enquiries.	She plans her enquiries systematically.	She suggests a variety of methods or strategies for her enquiries.
Making Predictions			Using her everyday experience, she makes simple predictions.	She uses scientific knowledge and skills to predict outcomes of her enquiries.	She makes predictions based on scientific knowledge and understanding, including simple models.	She makes predictions using abstract scientific ideas.
Fair Tests				In a fair test enquiry, she recognises, with support, the variables to change and measure and those to be kept the same.	When planning a fair test, she identifies key variables and distinguishes between independent and dependent variables and those that she will keep the same.	In a fair test enquiry, she plans how to control the variables that she needs to keep the same, and makes decisions about the range and values of the independent variable.
Success Criteria		She talks about what is needed for her enquiries to be successful.	She agrees on some basic success criteria.	She decides upon some basic success criteria.	She gives some justification for her success criteria.	She justifies her success criteria.
Working with Plans	She takes part in simple activities, and through a variety of experiences explores the world around her.		She follows a simple series of instructions safely to gather her findings.	She follows the planned method, making amendments where necessary.	She regularly checks progress and revises the method where necessary.	She regularly checks progress, makes ongoing revisions when necessary and is starting to justify any amendments or improvements made.
Communicating Findings	She describes simple features of organisms, objects, materials and events through talking, drawing, mark-making or writing simple words.	She makes simple records of her findings by talking, drawing, writing simple sentences, and constructing tally charts or pictograms.	She is starting to organise her findings and display them in a given format, to include simple tables and bar charts.	She organises and communicates her findings using relevant scientific language, and displays these in tables, bar charts and in simple line graphs when the axes and scales are given.	She organises and communicates her findings integrating different forms in various presentations, and records these systematically using S. I. Units where appropriate.	She organises and communicates her findings in a variety of ways fit for purpose and audience.
Graphs and Charts					She selects the most appropriate type of graph or chart to display data.	She uses appropriate axes and scales for graphs to show data effectively and is beginning to use some quantitative definitions.

Science: Developing and Reflecting

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Observing Patterns	She observes organisms, objects, materials and events.	She makes enough observations to be able to sort, group and compare organisms, objects, materials, and events.	She is beginning to identify simple patterns and trends.	She identifies patterns and trends.	She can use a line graph to find the relationship between two continuous variables.	
Measuring			Where appropriate she makes observations that she could measure using simple equipment.	She makes qualitative observations and uses standard equipment to measure within a given range using S. I. Units.	She selects measuring instruments that allow her to make a series of accurate measurements.	She makes precise observations and accurate measurements using equipment with fine divisions.
Explaining Changes	She recognises and names a range of common organisms, objects, materials, light sources and sound sources.	She describes simple differences between organisms, objects, materials and physical phenomena.	She gives simple explanations, based upon her everyday experiences, for her findings and differences between and changes to organisms, objects, materials and physical phenomena.	She uses some scientific knowledge and understanding to explain her findings and differences between, or changes to organisms, materials and physical phenomena.	She uses scientific knowledge and understanding, including simple models, when explaining her findings and differences between, or changes to organisms, materials and physical phenomena.	She uses abstract scientific knowledge and models when explaining her findings, recognising that a number of factors and/or processes may have to be considered.
Drawing Conclusions			She says what she has found out from her work.	She is starting to draw conclusions from her work.	She draws conclusions that are consistent with her findings.	When considering her findings, she offers some explanations for any anomalies.
Reflecting on Outcomes		She responds to questions about what worked and what didn't.	She links outcomes to success criteria and identifies what worked and what didn't, beginning to think about how the method could be improved.	She decides whether her method was successful by referring to her success criteria, and says how she could improve it.	She is starting to evaluate how far success criteria fully reflect successful outcomes.	She evaluatess how far success criteria fully reflect successful outcomes.
Bias and Reliability			She is beginning to distinguish between scientific 'facts', beliefs and opinions.	She distinguishes between 'facts', beliefs and opinions and is starting to recognise bias.	She identifies bias and is starting to consider reliability.	She assesses bias and considers reliability.
Opinions and Decisions			She makes her own decisions by weighing up pros and cons.	She is beginning to form considered opinions and make informed decisions.	She considers others' views to inform opinions and decisions.	She considers a wider range of perspectives to inform opinions and decisions.
Thinking Strategies				She describes how she has learned and identifies the ways that worked the best.	She identifies the learning/thinking strategy she has used.	She identifies the learning/thinking strategies being used.
Linking Learning			She links what she has learned, with support, to familiar situations.	She links what she has learned to similar situations.	She links what she has learned to dissimilar but familiar situations.	She links what she has learned to unfamiliar situations.

Welsh as a Second Language: Oracy

	Level 1	Level 2	Level 3		Level 4	Level 5	Level 6
Demonstrating Understanding	She shows she understands words and phrases spoken clearly by a familiar voice by responding non-verbally or in short spoken phrases.	She shows she understand short items spoken by a familiar voice by responding non-verbally or in short spoken phrases.	She shows she understands a series of short items spoken by a familiar voice by responding non-verbally or in short spoken phrases.		She understands the main points in familiar situations when listening to a variety of voices.	She shows good understanding of spoken language in familiar situations.	She shows that she understands spoken language used in a range of familiar situations by selecting specific details.
Responding to Speech					She responds to speech from a variety of voices by using short spoken phrases.		In discussion she listens carefully to what others say and responds by asking questions and making relevant comments.
Fluency of Speech	She speaks with understandable pronunciation and intonation when imitating and using simple words and phrases.	When speaking, her pronunciation and intonation is understandable and there is some variation her vocabulary and patterns of speech.	When speaking, her pronunciation and intonation is understandable and she uses an increasing range of vocabulary and patterns which are usually accurate.		Her pronunciation and intonation is understandable and she uses an increasing variety of phrases and sentence patterns with some accuracy.	Her speech is understandable and quite fluent and she uses a variety of phrases, sentence patterns and verb forms with a good measure of accuracy.	She speaks fluently and uses an increasing variety of phrases and sentence patterns, usually varying verb tense, and person, accurately.
Communicating	With support, she communicates simple information, asks and answers questions.	She asks for, understands and communicates simple information.	She asks for, understands and communicates simple, personal and factual information clearly, and makes some statements voluntarily.		She presents information and talk about some experiences, asking and responding and volunteering some comments.	When speaking, she initiates conversation and shows more confidence, with some awareness of order and progression.	
Expressing Opinions			She expresses opinions simply.		When expressing opinions, she gives various reasons.	When expressing opinions, she gives reasons that explain her ideas.	When expressing opinions she agrees or disagrees, providing reasons to support her views.

Welsh as a Second Language: Reading

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Reading Words	She recognises familiar words.	She recognises simple and familiar words and phrases within her experience and begins to show an interest in written material by reading some simple passages.		She shows an understanding of the main flow of short paragraphs or short dialogues in familiar contexts by recognising an increasing range of words and phrases and key facts.		
Gathering Information						She gathers information on a specific topic from more than one print source and uses it appropriately.
Showing Understanding	She shows an understanding of single words by means of non-verbal responses.	She shows an understanding of what is read by responding to the content verbally or non-verbally.	She understands and responds simply to texts that include an increasing range of words, phrases and short passages in familiar contexts.	She responds to the texts she has read by referring to significant details in the text.	She responds to a variety of suitable texts showing an understanding of the main ideas, events and characters.	She shows an understanding of suitable texts, including some authentic texts, and selects the main points.
Expressing Opinions			She responds to poetry, stories and factual material by referring to aspects she likes.		She selects relevant information from texts and expresses opinions simply.	She expresses opinions on what she reads, giving reasons to support her views.
Independent Reading			She is beginning to read independently and choose some texts voluntarily.	She is developing as an independent reader.	She reads independently.	She reads longer texts independently.
Reading Aloud	She connects the written form of words with their sound when reading single words.		She reads simple texts quite clearly.	She reads familiar passages clearly and with some expression.	She reads clearly and with expression.	She reads with increasing expression and confidence.

Welsh as a Second Language: Writing

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Communication	She communicates by copying correctly and writing words and some simple and familiar phrases from memory.	She communicates by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within her experience.	She writes short, basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within her experience fairly accurately.	She uses suitable vocabulary and phrases, varying her patterns and producing basic sentences.	She selects words and phrases suitable for the purpose, varying her sentences to some extent and producing constructions and sentences that are fairly accurate.	She selects words and phrases suitable for purpose, and begins to create effects in her writing and include a range of fairly accurate constructions and phrases.
Form	She is beginning to understand the different purposes and functions of written language.		When writing, she shows some awareness of the reader and of form.	She shows some grasp of form.	She shows a grasp of form when writing for a variety of purposes.	She shows a fairly sound grasp of form when writing for a variety of purposes and begins to elaborate according to the demands of the task.
Organisation and Structure				She writes linked sentences, showing some grasp of order and progression, when writing for different purposes.	She writes linked sentences for a variety of purposes, developing her ideas sensibly and showing a grasp of progression.	She organises her work into paragraphs.
Expressing Opinions					She expresses her opinions simply.	She gives some reasons for her opinions.
Spelling		Usually she spells simple words correctly.	She spells familiar words accurately.	She spells most structure words and other words which are within her experience accurately.	She usually spells accurately.	She spells most of the words in any text she writes accurately.
Punctuation		She uses capital letters and full stops with some consistency.	On the whole, she uses capital letters, question marks, apostrophes and full stops accurately.	She uses capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary.	As well as using capital letters, question marks and full stops accurately, and apostrophes and quotation marks when necessary, she is beginning to use punctuation within sentences.	She usually uses punctuation appropriately.
Handwriting and Presentation	She forms letters that are usually clearly shaped and correctly orientated.	She forms letters that are accurately formed, consistent in size, and used according to convention.	She writes legibly and presents her work appropriately.	She produces clear handwriting fluently, and where appropriate she adapts the presentation according to the task.	She writes legibly and presents her work effectively.	She writes legibly and presents her work effectively.

Design and Technology

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Understanding Products	When designing and making, she talks about existing and familiar products in terms of appearance, function, likes and dislikes.	When designing and making, she asks questions and suggests ideas for making things based on her examination of familiar products and her experience of using materials, ingredients and techniques.	When designing and making, she draws on her developing knowledge and understanding of materials, ingredients and components to develop her ideas.			
Gathering Information			She gathers given information to support her ideas.	When designing and making, she gathers information independently and uses it to help generate a number of ideas.	When designing and making, she uses supporting information gathered from various sources to help generate a number of imaginative ideas for products.	She identifies and uses a range of information sources to research and develop a specification/recipe.
Sustainability and Usability			She is starting to consider sustainability issues related to the materials and ingredients she is working with.	She develops ideas for products recognising that users have views and preferences, and considers sustainability.	When thinking of ideas for products, she considers the user, health and safety and sustainability.	She recognises the need to refine or change ideas in the light of her research, user needs, health and safety considerations and sustainability.
Illustrating Ideas	She talks about what she will make and how she will make it.	She uses pictures and words to convey what she wants to do.	She uses labelled sketches, and/or models to develop and show the detail of her designs.	She illustrates alternative ideas using sketches, models and/or ICT, and makes choices between them based on her experiences.	She researches a range of her ideas using sketches, models and/or ICT, and makes choices between them based on her knowledge and understanding.	
Plans / Recipies				She outlines what she is going to make and how she is going to make it.	She produces drawings/patterns/recipes with outline dimensions and sequences what she is going to do.	She produces formal drawings/patterns/recipes with details and sequence of manufacture, using a range of skills and including the use of CAD.
Materials / Ingredients	She assembles and rearranges given materials, ingredients and components in different ways to make simple constructions and products.	She assembles, joins and mixes materials and ingredients in a variety of ways.				She chooses from a range of materials and ingredients.
Tools / Utensils	She uses simple tools/utensils.	She manipulates simple tools/utensils.	She uses simple tools/utensils and techniques to cut, shape, join and mix materials and ingredients.	She selects and uses appropriate tools/utensils and equipment when working with a range of given materials and ingredients.	She selects and uses appropriate tools/utensils and equipment to measure, mark out, cut, join and mix a range of materials and ingredients.	She uses tools/utensils and equipment accurately, adapting to unforeseen problems.
Quality of Products				She produces functional or edible products.	She produces products of acceptable quality, function or taste.	She produces products to an appropriate standard of construction, finish or taste.
Evaluating Work		She talks about what she likes or dislikes about what she has made.	Her products are similar to her design intentions and any changes are identified.	She evaluates her work as it develops, making changes when necessary.	She evaluates her work as it develops, bearing in mind her original intentions.	She evaluates her final product comparing it with her original specification/recipe, and suggests improvements.

Information and Communication Technology

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Storing Files		She stores and retrieves work with some assistance.	She stores and retrieves work independently.	She manages her workspace effectively.		
Planning Tasks			She is beginning to organise her tasks.	She broadly plans her tasks.	She plans her tasks for purpose and audience.	She plans her tasks in detail for specific purposes and audiences.
Communicating Ideas	She uses ICT to move objects on-screen for a defined purpose and uses words and pictures to communicate ideas.	She considers, creates and communicates information and ideas in different forms using text, images, pictures and sound.	She uses ICT to create, organise, amend and present information and ideas.	She combines a variety of information and media when creating and developing her ideas, with a sense of purpose and audience.	She creates, refines and develops her own ideas combining a variety of information and media, and her presentations meet the needs of her intended audience.	She uses ICT to create and refine her work using information from a range of sources, recognising the need for different styles for different audiences.
Finding Information	She explores, with support, different types of information held on ICT systems.	She finds information from a given source, using it to answer simple questions.	She finds information from a range of given sources and uses ICT to search, sort or graph data to follow simple lines of enquiry.	She uses ICT to select relevant information from a range of given sources and is beginning to check its validity, recognising that poor quality data yields unreliable results.	She searches for and selects information from a range of sources, considering relevance, plausibility and accuracy.	She selects information for a specific purpose from different sources, and can compare those sources to check their accuracy and plausibility.
Using Databases		She enters information into a record with some assistance.		She adds and amends records in databases.	She creates her own databases and searches or sorts on more than one field to follow particular lines of enquiry.	She uses databases to follow complex lines of enquiry and draw conclusions.
Modelling		She explores the effects of making changes in models or simulations.	She understands how changing one variable affects another in models or simulations.	She explores patterns and relationships in models or simulations, making simple predictions about how changing one variable will affect another.	She creates her own models or simulations and investigates the effect of changing their data.	She uses models or simulations of increasing complexity, varies the rules within them and tests hypotheses.
Exchanging Information			She sends and receives information electronically, with support.	She sends and receives information electronically.	She uses ICT to send and receive files electronically.	
Computer Hardware	She recognises the different parts of a computer system.		She understands the use of a range of input and output devices.	She shows an awareness of the basic functions of hardware and software.	She recognises the implications of using networked hardware.	
Responsible Use	She uses the internet/related technologies safely, with support.			She uses the internet/related technologies safely in accordance with given guidelines.		
Awareness and Opinions	She is aware of ICT in her world.	She is aware of the use of ICT in the outside world.		She discusses and begins to form opinions about some of the issues raised by the use of ICT and internet safety.	She forms opinions about issues raised by the use of ICT and is aware of dangers associated with misuse of the internet/related technologies.	She has opinions about issues raised by the use of ICT and knows the dangers associated with misuse of the internet/related technologies.

History

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Time and Sequence	She shows her emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects.	She communicates her developing sense of chronology by using terms concerned with the passing of time and by ordering events and objects.	She is aware that the past can be divided into different periods of time.			
Differences in the Past	She shows awareness of the distinction between present and past in her own and other people's lives.	She makes distinctions between aspects of her own life and past times.	She recognises some of the similarities and differences between different periods of the past.	She uses her knowledge of history to describe the characteristic features of past societies and periods and to identify changes within and across periods.	She uses her understanding of history to begin to make links between, features of past societies and periods.	Using her knowledge and understanding of the history of Wales, Britain and other areas, she makes links between features within and across periods of the past.
Knowledge of the Past	She recounts episodes from stories she knows about the past.	She demonstrates knowledge of aspects of the past and of some of the main events and people she has studied.	She demonstrates knowledge of some of the main events, people and changes studied.	She describes some of the main events, people and changes.	She describes events, people and changes.	
Causes and Consequences		She is starting to recognise that there are reasons why people in the past acted as they did.	She is beginning to suggest a few reasons for, and results of, the main events and changes.	She gives some of the causes and consequences of the main events and changes and starts to make links between them.	She describes and makes links between the relevant causes and consequences of events and changes.	She examines, and is beginning to analyse, the causes and consequences of events and changes.
Wales and Britain				She shows knowledge and understanding of aspects of the history of Wales and Britain and other areas in her work.	She shows an increasing depth of knowledge and understanding of aspects of the history of Wales, Britain and other areas in her work.	
Interpretations of History	She is beginning to recognise representations of the past.	She is beginning to recognise that there are different ways of representing the past.	She identifies some of the different ways in which the past is represented.	She shows how some aspects of the past have been represented and interpreted in different ways.	She suggests possible reasons why some events, people and changes in the past have been interpreted in different ways.	She describes, and is beginning to explain, different historical interpretations of events, people and changes.
Historical Enquiry	She is starting to ask simple questions about the past and then to find the answers from sources provided.	She asks questions about the past and finds answers by making simple observations from historical sources provided.	She suggests ways of using historical sources to answer her questions about the past.	She is beginning to select and combine information from historical sources to support a historical enquiry.	Using her knowledge and understanding, she identifies those historical sources that are useful to answer her particular historical questions.	She applies her knowledge and understanding to develop lines of enquiry, and to identify historical sources and use them critically to reach and support conclusions.
Reflecting on Enquiries				She is starting to evaluate the success of her historical enquiries.	She evaluates the success of her strategies for historical enquiry, and is beginning to evaluate historical sources she may have used.	She evaluates and reflects on her work and on the method and sources used.
Organising and Communicating	She recognises and groups items of information about the past.	She is beginning to select, organise and communicate items of information about the past.	She selects, organises and communicates historical information in a variety of ways.	She is starting to produce structured work, making appropriate use of dates and terms.	She selects and organises information to produce structured work, making appropriate use of dates and some specialist terms.	She selects, organises and deploys relevant information to produce structured work, making appropriate use of dates and specialist terms.

Geography

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Understanding of Places	She shows knowledge and understanding of her immediate locality.	She shows knowledge and understanding of different localities.	She shows knowledge and understanding of different localities and environments.	She shows knowledge and understanding of places, environments and issues at more than one scale.	She shows knowledge and understanding of a range of places, environments and issues at more than one scale.	She shows and begins to apply knowledge and understanding of a range of places, environments and issues at different scales.
Maps and Directions	She describes where she is, using everyday terms, draws a simple map and follows directions.	She finds information from a map, draws simple maps with symbols and is aware of compass directions.	She uses globes and maps to find information about places, draws maps that include a key and symbols, and understands directions.	She uses direction, distance, and simple co-ordinates on maps, in atlases and on globes to locate places, and draws maps using a key and appropriate symbols.	She locates places accurately, uses map co-ordinates, understands distance and direction and draws maps with a sense of scale and proportion.	She constructs and uses maps, showing understanding and accuracy in use of scale, co-ordinates and direction.
Geographical Patterns				She is starting to recognise patterns of obvious distributions of places and how they are connected.	She describes obvious geographical patterns and how places are interconnected.	She identifies and describes geographical patterns and recognises how places and patterns are interconnected.
Differences between Places	She recognises features of specific places.	She describes the natural and human features of different localities.	She recognises simple comparisons and offers some reasons for the natural and human features of different localities.	She is starting to explain the natural and human features of different localities and how and why places are different.	She describes and offers explanations for the characteristic natural and human features of different localities, and identifies reasons for the differences between places.	She compares and contrasts places.
Changes over Time	She is aware that some places change over time.	She recognises how some different places change.		She identifies straightforward causes and consequences of change.	She describes how processes result in changes to places.	She explains how processes change places, and is beginning to recognise trends.
Environmental Change		She recognises that people's actions affect the environment.	She recognises that people have positive and negative impacts on her environment.	She shows some understanding of how people's actions, including her own, can improve or damage the environment.	She describes the role of people in managing her environment, and the effects this has.	She describes how people affect the environment and how change can be sustainable.
Investigation	She finds answers to simple questions about places using resources provided.	She asks simple questions, makes observations, collects information indoors and outdoors and finds answers using resources provided.	She asks and responds to a range of simple questions, and observes, collects and records information indoors and outdoors.	She suggests relevant questions, observes, collects, measures and record relevant data, indoors and outdoors.	She asks relevant questions and suggests sequences, and collects, accurately measures and records relevant data from different resources, including from fieldwork.	She identifies relevant geographical questions, establishes sequences for her investigations, and selects, collects, measures and records relevant data from a range of sources, including fieldwork.
Drawing Conclusions			She finds answers to her investigations.	She organises information to present straightforward conclusions to her investigations.	She uses evidence and draws plausible conclusions from her investigations.	She analyses information to provide logical explanations, and presents conclusions that are consistent with the evidence.
View and Opinions	She expresses her views on features of places.	She expresses her views about the environment of a locality.	She expresses her views about places, supported with some reasons, and recognises that people have different views.	She expresses her own views and begins to take account of other people's views and opinions on geographical issues.	She evaluates different opinions to help form and express her own views and make decisions, including about current geographical issues.	She distinguishes between fact and opinion, evaluates conflicting views and opinions, justifies her own views and makes informed decisions about current geographical issues.
Presentation and Communication	She communicates through a variety of media.		She presents information in a variety of ways.	She presents information and ideas using some geographical terms and appropriate methods.	She communicates her understanding using correct geographical vocabulary, and by selecting appropriate methods.	She selects and uses correctly geographical terminology and techniques to present information.

Art and Design

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Exploring Materials	She experiments practically and imaginatively with the basic visual, tactile and sensory language of art, craft and design.	She explores practically and imaginatively visual, tactile and sensory qualities.	She experiments with visual, tactile and sensory qualities.	She applies her understanding of visual, tactile and sensory qualities to her work.	She has a broad knowledge of visual, tactile and sensory qualities.	She continues to explore visual, tactile and sensory qualities.
Tools and Techniques	She uses materials and tools to make images and artefacts.	She uses a range of materials and tools to make images and artefacts.	She uses a range of materials, tools and techniques to achieve different outcomes.	She is able to control a range of materials, tools and techniques to achieve a variety of outcomes.	She experiments practically and imaginatively with a variety of methods, materials, tools and techniques.	She experiments practically and imaginatively, showing increasing confidence in the use of materials, tools and techniques to implement ideas.
Artefacts and Images	Through her creative work, she record what she feels, observes, imagines or has experienced.	She makes images from observation, experience, memory, ideas and imagination.	She records her ideas and feelings through drawing and other methods.	She uses a range of materials and methods to make and develop images based on her observation, experience, imagination, and ideas.	She makes drawings and uses other methods selectively to explore, interpret and record her ideas and feelings from observation, experience and imagination.	She makes drawings and uses other methods selectively to explore, interpret and record her ideas, feelings and perceptions from observation, experience and imagination.
Organising Resources		She uses resources that she has collected and organised to support her work.	When making images and artefacts, she can choose from a range of resources that she has collected and organised as a basis for her work.	She prepares and develops an idea or theme for her work by collecting and organising visual and other resources.	She organises her work by collecting and using reference materials to develop an idea or theme.	She demonstrates her ability to organise their work.
Modifying Work		She makes changes to her work where she thinks these are necessary.	She makes suitable changes to her work where she identifies the need for modification.	She reviews her work, and modifies it where she recognises the need to do so.	She reviews and modifies her work to fulfil her intentions.	She reviews and modifies her work until she achieves her intentions.
Comparing Work	She is starting to make connections between her own work and the work of others.	She recognises similarities and differences between her own practical work and that of others.	She describes similarities and differences between her own work and that of others.	She makes comparisons between her own work and that of others from a range of cultures.	She makes comparisons between the methods and techniques used in her own work and in that of others.	She demonstrates her understanding when exploring and comparing the methods and techniques used in her own work and in that of others.
Responding to Art	She conveys her response to creative work using basic communication skills.	She responds to creative work by describing simply what she feels and thinks about it.	She is starting to respond to the creative work of others imaginatively.	She has an awareness of the methods used by others and an understanding of the different purposes of their creative work, and she communicates her ideas and feelings about it imaginatively.	She shows her understanding of the creative methods used by others from various cultures, and of the purposes of their work, clearly and imaginatively.	She respond practically and imaginatively to the way in which ideas and feelings are conveyed in the creative work of different cultures and contexts.

Music

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Singing	She sings with clear diction, performing loudly or quietly as directed.	She keeps broadly in tune when singing songs comprising a limited range of notes.	She sings songs in tune.			
Instrumental Performance	She claps or taps a steady beat in time with others.	She plays simple patterns on a percussion instrument in time to a steady beat.	She can play an instrumental part using a limited range of notes.			
Fluency and Control			She controls her breathing in order to enhance her performance.	When singing and playing, she shows control of musical elements.	She demonstrates fluency in singing and playing a broad repertoire.	She demonstrates fluency, attention to detail and, where appropriate, responsiveness to others in singing and playing an expanding repertoire.
Group / Solo Performance				She maintains a part as a member of a group in a simple part song and maintains an instrumental part in a group piece.	She maintains a part as a member of a group in a part song and maintains an individual instrumental part in a group piece.	She sings and plays individually, within group pieces or as a solo.
Composing	Having explored a variety of sound sources, she chooses suitable sounds in response to a given stimulus.	She chooses and organises sounds in response to a given stimulus and creates short melodic patterns, showing some control of musical elements.	She works with others to create compositions that have a simple musical shape.	Working with others, she devises and undertakes simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements.	Working with others, she develops and organises material within appropriate musical structures.	She produces a variety of compositions, including pieces composed individually, which sustain and develop musical ideas.
Refining Compositions			She revises her ideas where necessary.		She evaluates and refines her compositions.	
Appraising Music	She recognises and responds to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.	She makes broad distinctions within musical elements and uses simple terms to describe how they are used for expressive purposes.	She makes distinctions within musical elements and discusses how effectively these elements are used.	She makes distinctions within musical elements in describing, comparing and making judgements about different kinds of music.	She discriminates within musical elements and recognises the main characteristics of, and evaluates, a variety of music.	She discriminates within musical elements and recognises the distinguishing characteristics of a variety of music.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Effects of Exercise	She recognises how her breathing changes when she exercises and how she looks and feels.	She recognises and describes the physical changes to her body while doing different types of activity.	She describes how exercise affects the body and will give reasons why daily physical activity is good for her.	She describes how she feels doing different activities and shows some understanding of the importance of physical activity to health, fitness and well-being.	She engages in a variety of appropriate, different activities that positively affect her health, fitness and feelings about herself.	She recognises how different activities might affect her fitness and how appropriate training and nutrition can improve performance.
Sustained Activity		She explores different activities.	She sustains activity over appropriate periods of time.	She can sustain her performance for appropriate periods of time.		
Coordination and Balance		She moves with increasing confidence, agility and physical control.	She uses and develop her skills with improving coordination and control.	She shows improved coordination and control across a range of activities.	She demonstrates her skills, knowledge and understanding across a range of activities with consistent control and accuracy.	She shows that she can refine her skills and perform with greater technical efficiency.
Linking Skills and Actions		She practises to improve her skills and begins to link actions, such as jumping and landing, or catching and throwing.	She is starting to link actions with some fluency.			
Imaginative Ideas		She communicates different ideas and emotions in response to different stimuli.		She communicates her ideas clearly to others.	She is starting to develop an increasing variety of imaginative ideas.	
Gymnastic Performance	She uses the basic actions of travel, jump and land, balance and stillness in her play and gymnastic activities.	She repeats simple movement patterns in creative activities.	She shows improved tension and clearer shape in her movements.	She performs with greater accuracy.	She uses compositional principles in creative activities to plan a performance with an awareness of the factors that promote quality.	She varies her presentations for different audiences and purposes.
Taking Ownership					Increasingly, she takes responsibility for the planning of elements of her work.	She suggests amendments to improve the impact of her work.
Learning from Others	She improves what she does through watching others and helping them to improve.	She talks about what she and others have done and makes simple suggestions about how to improve performance.	She watches others' performance and says what is good about it and what could be better.	She makes simple judgements about her own and others' performance and communicates them clearly.	She listens carefully to what others say about her work.	When working with others, she communicates ideas and information clearly and responds aptly to others' contributions.
Understanding Skills			She uses her understanding of others' performance to plan how to improve her own skills.	She identifies what makes a skill, idea or action successful and uses this information to plan how to improve.	She uses what others say about her work when planning how to improve its effectiveness and quality.	She analyses her performance to identify other skills, strategies and tactics that might have been effective and plan how to improve her next attempt.
Questions and Terminology			She is starting to use key words related to her activity, and to ask relevant questions in order to improve.	She uses key words related to the different activities and asks relevant questions in order to help make progress.	She takes increasing responsibility for their own learning, and asks relevant questions in order to extend and improve performance.	
Principles and Strategies			She recognises the different basic principles underpinning competitive and adventurous activities.	She choose and apply skills and ideas that are increasingly relevant to the activity and show increasing efficiency and effectiveness.	She is beginning to refine and adapt previously learned tactics, techniques and skills and apply them in new situations.	She makes sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in a variety of challenging situations.
Repsonsibility and Safety	She shows increasing awareness of the space away from others in which to work safely in different environments.	She works safely with others when using equipment and apparatus and takes some responsibility for taking it out and putting it away.		She takes more responsibility for her own actions and is beginning to understand associated risks.		She recognises the importance of rules and safety procedures and applies them consistently.
Attention and Cooperation	She listens and responds readily to instructions.		She cooperates in solving problems when working with others.	She cooperates with others and observes the conventions of fair play, equality and appropriate conduct.		She adopts alternative roles in her chosen activities.

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