

LPDS National Curriculum Assessment Materials for Foundation Subjects



Guidance for Using End of Year Expectations in the Foundation Subjects



These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for the foundation subjects in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

The 'end of year expectations' for each subject have been written as statements for each year group and are presented in a grid. This will enable teachers to reflect on the expectations for a specific year group, whilst being aware of the expectations for the year groups below and above.

The titles at the bottom of the grids have been taken from the National Curriculum 2014 requirements for EYF and KS1. Communication has been included in some subject grids as the National Curriculum states '*Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject*'. (NC2014 p10)

Teachers can use these statements to assess progress and to make an accurate judgement on a child's attainment at the end of each year. Using the end of year expectation statements to make an overall judgement about a child's achievement in each of the foundation subjects will support class teachers, subject leaders and senior managers to track a child's progress through a key stage in relation to the programmes of study requirements set out in National Curriculum 2014.

When making a judgement as to whether a child has achieved the year group statements in each of the foundation subjects, teachers should build their knowledge of what a child can do over the course of the year, and then consider whether a child can apply and understand the skills and processes, knowledge, understanding specified in the relevant programme of study, consistently and independently in different contexts.

The statements within each year group are not hierarchical, and should not be used as a checklist. Evidence from a range of contexts (observations, pupil work, discussion, collaboration, planning, etc.) should be used to formulate a 'best fit' judgement as to whether a child has achieved the year group expectations outlined across the columns in the grid.

The end of year group expectations are cumulative – what is learnt in one year group should continue to be used in the next.

The assessment grids should be used in conjunction with the programmes of study specified in the National Curriculum 2014 for each foundation subject and identified within a school's own curriculum. Teachers need to reflect on the key learning for each foundation subject as outlined in the curriculum to ensure effective teaching and assessment is in place across the primary phase.

Design and Technology

End of Year Expectations



Year 6	<ul style="list-style-type: none"> Plan the sequence of work. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. 	<ul style="list-style-type: none"> Make prototypes. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Refine their product – review and rework / improve. 	<ul style="list-style-type: none"> Identify the strengths and weaknesses of their design ideas. Report using correct technical vocabulary. Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. Understand how key people have influenced design in a variety of contexts. Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Use the correct vocabulary appropriate to the project. Join materials using appropriate methods. Create 3-D textile products using pattern pieces. Understand pattern layout with ease. Cut with wood, dowel, square section wood accurately to 1mm. Build frame links to support mechanisms. Stiffen and reinforce complex structures. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Choose ingredients to support healthy eating choices when designing their food products. Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.
Year 5	<ul style="list-style-type: none"> Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Sketch and model alternative ideas. Decide which design idea to develop. 	<ul style="list-style-type: none"> Develop one idea in depth. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. 	<ul style="list-style-type: none"> Research and evaluate existing products. Consider use and purpose. Consider and explain how the finished product could be improved relative to design criteria. Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors and switches. Program, monitor and control using ICT. 	<ul style="list-style-type: none"> Join and combine a widening range of ingredients. Select and prepare foods for a particular purpose. Know where and how ingredients are grown and processed.
Year 4	<ul style="list-style-type: none"> Record the plan by drawing using annotated sketches. Use prototypes to develop and share ideas. Consider aesthetic qualities of materials chosen. Use CAD where appropriate. 	<ul style="list-style-type: none"> Prepare pattern pieces as templates for their design. Select from techniques for different parts of the process. 	<ul style="list-style-type: none"> Draw / sketch existing products in order to analyse and understand how products are made. Identify the strengths and weaknesses of their design ideas in relation to purpose / user. Consider and explain how the finished product could be improved. Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> Use an increasingly appropriate technical vocabulary for tools materials and their properties. Understand seam allowance. Prototype a product. Sew on buttons and make loops. Strengthen frames with diagonal struts. Measure and mark square section, strip and dowel accurately to 1cm. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products. Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> Make healthy eating choices – use the <i>Eatwell plate</i>. Understand seasonality. Know where and how ingredients are reared and caught. Prepare and cook using different cooking techniques.

History

End of Year Expectations



Year 6	<ul style="list-style-type: none"> ▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> ▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged to be more significant than others. 	<ul style="list-style-type: none"> ▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ▶ Choose the most appropriate way of communicating different historical findings.
Year 5	<ul style="list-style-type: none"> ▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. 	<ul style="list-style-type: none"> ▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> ▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.
Year 4	<ul style="list-style-type: none"> ▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into chronological framework. ▶ Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> ▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> ▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.

Languages

End of Year Expectations



Year 6	<ul style="list-style-type: none"> ► Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc. 	<ul style="list-style-type: none"> ► Take part in longer conversations with increasing spontaneity and fluency. ► Can express simple opinions and their pronunciation is generally confident and accurate. 	<ul style="list-style-type: none"> ► Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc. 	<ul style="list-style-type: none"> ► Write a short text on a familiar topic using reference materials / support. ► Write for a range of audience and purpose. ► Use formal and informal 	<ul style="list-style-type: none"> ► Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etc). ► Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. ► Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.
Year 5	<ul style="list-style-type: none"> ► Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5. 	<ul style="list-style-type: none"> ► Ask and answer simple questions and use a negative. ► Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency. 	<ul style="list-style-type: none"> ► Understand the main points from a short written passage in clear print / script. ► Are beginning to use a bilingual dictionary confidently with some success. 	<ul style="list-style-type: none"> ► Write two or three short sentences as a personal response accurately and can use reference materials / support. 	<ul style="list-style-type: none"> ► Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc.
Year 4	<ul style="list-style-type: none"> ► Understand a range of familiar spoken phrases e.g. classroom instructions. 	<ul style="list-style-type: none"> ► Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. ► Take part in a simple conversation and their pronunciation and confidence is improving. ► Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'. 	<ul style="list-style-type: none"> ► Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns. 	<ul style="list-style-type: none"> ► Write simple, familiar phrases accurately using a writing frame or scaffold. 	<ul style="list-style-type: none"> ► Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.
Year 3	<ul style="list-style-type: none"> ► Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc. 	<ul style="list-style-type: none"> ► Understand familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered. ► Say or write some familiar words and short simple phrases Year 3. 	<ul style="list-style-type: none"> ► Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc. ► Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns. 	<ul style="list-style-type: none"> ► Write or copy a few simple words or symbols accurately. ► Be aware that symbols e.g. accents, umlauts exist and what they do (also capital letters in German). 	<ul style="list-style-type: none"> ► Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.
	<p>Understand and respond to spoken language from a variety of resources (Listening)</p>	<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p>	<p>Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)</p>	<p>Write at varying length for different purposes and audiences (writing)</p>	<p>Use a variety of grammatical structures</p>

Physical Education

End of Year Expectations



Year 6	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills, applying them with control and precision. ▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. ▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. ▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). ▶ Accept responsibility when working in a team. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. ○ Bowl, underarm / overarm. ○ Catch a small ball. ○ Counter balance and counter tension with a group. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V2, 5V5 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. ▶ Work creatively and imaginatively on their own with a partner and in a group to compose motifs and structure simple dances and dance. 	<ul style="list-style-type: none"> ▶ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. ▶ Watch performances and games and use criteria to make judgements and suggest improvements.
Year 5	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. ▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. ▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. ▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground. ▶ Work cooperatively with a partner and small group. 	<ul style="list-style-type: none"> ▶ Examples of sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder pass, catching, push pass, kicking/shooting. ○ Bowl underarm / overarm. ○ Strike a ball (rounders / cricket). ○ Catch a small ball. ○ Counter balance with a partner. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and develop attacking and defending skills through modified versions of 4V3 or 5V4 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. ▶ Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> ▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.
Year 4	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. ▶ Perform movements, shapes and balances that are matched and / or mirrored. ▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. ▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. ▶ Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce pass, swing pass, catching. Bouncing a ball, running with a ball. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Matched and mirrored balances. 	<ul style="list-style-type: none"> ▶ Develop attacking skills in a 4V2 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. ▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> ▶ Describe what is successful in their own performances. ▶ Identify aspects of their game that needs improving and say how they could go about improving them.

SAMPLE

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