

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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PHYSICAL EDUCATION

<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making</p>	<p>I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely</p>	<p>I can copy and remember moves and positions. I can choose appropriate movements to communicate mood/ feelings / ideas.</p>	<p>I can refine movements into sequences. I can change speed and level within a performance I can develop suppleness through stretching.</p>	<p>I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can create dances and movements that convey a clear idea. I can develop physical strength by practicing moves.</p>	<p>I can compose creative and imaginative dance sequences. I can express an idea in original and imaginative ways.</p>	<p>I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.</p>
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SPEAKING AND LISTENING

and dance, performing solo or in groups.
Sing in a group or on their own, increasingly matching the pitch and following the melody.

Take turns to talk, listening carefully to the contributions of others.

Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.

Ensure stories have a setting, plot and a sequence of events.

Take turns to talk, listening carefully to the contributions of others.

Understand instructions with more than one point.

Speak confidently to a group of peers so that they understand the message of what is being said

Recount experiences with interesting detail. Take part in role play of a familiar story.

Engage in discussions, making relevant points.

Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.

Bring stories to life with expression and intonation.

Seek clarification

Ask for specific additional information to clarify.

Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

Respond appropriately when in role including basic improvisation.

Understand how to answer questions that require more than a yes/no or single sentence response.

Explain the meaning of words, offering alternatives.

Vary the length and structure of sentences.

Ask questions and make

Demonstrate active listening by justifying ideas or expanding on the ideas of others.

Use adventurous and sophisticated vocabulary.

Present an idea, topic or explanation to a group of peers.

Expand and justify ideas across the curriculum.

Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction).

Interweave action, character descriptions, settings and dialogue in a performance.

Add humour to a discussion or debate where appropriate.

		Know that different people hold opinions that are different from our own.	by actively seeking to understand others' points of view.	Respectfully challenge opinions or points, offering an alternative.	suggestions to take an active part in discussions. Narrate detailed and exciting stories.	Perform in improvised role play, group or class performances considering the effectiveness of delivery.
	<h2>READING</h2>					
	Use phonics to read words. Read other words (using sounds learnt) with more than one syllable.	Use phonics to read until my reading is fluent. Read words with two syllables or more by blending the sounds learnt.	Read words with common suffixes.	Read a wide range of exception words (and know why they are unusual).	Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet.	Read a play script. With expression, intonation and emotion and memorise lines off by heart.

		Read most words quickly and accurately (without too much sounding out when I have seen words often enough).				
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MUSIC

	<p>I can explore sounds with my voice and experiment with ways of changing them.</p> <p>I can use my voice in different ways. (whispering, chanting, singing).</p>	<p>I can join in with warm up activities which explore posture, breathing, diction and expression.</p>	<p>I can sing mostly in tune, maintaining a wider pitch range with a good sense of pulse.</p>	<p>I can sing in tune with confidence, maintaining a wider pitch range with a good sense of pulse and rhythm.</p>	<p>I can stand up straight in a good singing position to help breathe well and sing clearly with expression when I perform to my class and teacher.</p>	<p>I can use my voice expressively to create effects in a group piece (e.g. using dynamics to convey emotion)</p>
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