



St Luke's
Primary School

Key Stage 1
Learner Profiles Flipbook



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Learner Profiles Flipbook

Science & Environmental Learning Learner Profile (Year 1)

Generate Ideas & Predict (GIP): Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Working Scientifically 1. I can ask simple questions and recognise that they can be answered in different ways.

Investigate, Observe & Record (IOR): Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

| Working Scientifically | Plants around us (Plants) | Ourselves and other Animals (Animals) | Everyday Materials (Everyday Materials) | Seasons (Seasonal Changes) |
|--|---|--|--|---|
| 1. I can observe closely, using simple equipment. 2. I can perform simple tests. 3. I can identify and classify. | 1. I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. | 1. I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 2. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. 3. I can identify, name, draw and label the basic parts of the human body. | 1. I can distinguish between an object and the materials from which it is made. 2. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. | 1. I can observe changes across the four seasons. |

Explain (E): Communicate and model in order to explain and develop ideas, share findings and conclusions.

| Working Scientifically | Plants around us (Plants) | Ourselves and other Animals (Animals) | Everyday Materials (Everyday Materials) | Seasons (Seasonal Changes) |
|---|--|---|--|--|
| 1. I can use observations and ideas to suggest answers to questions. 2. I can gather and record data to help in answering questions. | 1. I can identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. | 1. I can describe and compare the structure of a variety of common animals. 2. I can say which part of the body is associated with each sense. | 1. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 2. I can describe the simple physical properties of a variety of everyday materials. | 1. I can observe and describe weather associated with the seasons and how day length varies. |

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Science & Environmental Learning Learner Profile (Year 2)

Generate Ideas & Predict (GIP): Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Working Scientifically 1. I can ask simple questions and recognise that they can be answered in different ways.

Investigate, Observe & Record (IOR): Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

| Working Scientifically | Green Fingers (Plants) | Be Healthy (Animals) | Squashing, bending, twisting & stretching (Uses of Everyday Materials) | Living Things Around Us (Living Things & Habitats) |
|--|---|--|---|---|
| 1. I can observe closely, using simple equipment. 2. I can perform simple tests. 3. I can identify and classify. | 1. I can observe and describe how seeds and bulbs grow into mature plants. 2. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | 1. I can notice that animals, including humans, have offspring which grow into adults. | 1. I can identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. 2. I can find out how the shapes of solid objects can be changed by squashing, twisting, bending and stretching. | 1. I can explore and compare the differences between things that are living, dead, and things that have never been alive. |

Explain (E): Communicate and model in order to explain and develop ideas, share findings and conclusions.

| Working Scientifically | Green Fingers (Plants) | Be Healthy (Animals) | Living Things Around Us (Living Things & Habitats) |
|---|---|--|---|
| 1. I can use observations and ideas to suggest answers to questions. 2. I can gather and record data to help in answering questions. | 1. I can observe and describe how seeds and bulbs grow into mature plants. 2. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | 1. I can find out about and describe the basic needs of animals, including humans, for survival. 2. I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 1. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 2. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. 3. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |

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ICT Learner Profile

Exchanging and Sharing Information: *Share ideas using text, images and sounds.*

| Text & Multimedia (TM) Y1 Y2 | Digital Image (DI) Y1 Y2 | Sound and Music (SM) Y2 | Electronic Communication (EC) Y2 |
|--|--|--|---|
| <ol style="list-style-type: none"> 1. I can use word processing skill(typing: simple formatting; mouse skills). 2. I can design and create simple documents, eBooks or webpages combining formatted text and images. 3. I can use video editing software to place clips in order, to trim and add titles. 4. I can combine text, graphics and sound in my own presentation/ document. | <ol style="list-style-type: none"> 1. I can take a digital still/film using a digital camera/ iPad. 2. I can use a range of tools to create / modify a picture to communicate an idea. 3. I can create a simple animation to tell a story. 4. I can begin to apply simple editing to digital images, i.e. sepia, monochrome. | <ol style="list-style-type: none"> 1. I can record short speech. 2. I can control playback of a recording: start; stop; pause. 3. I can compose music from icons, including sequencing and layering sounds. 4. I can produce a simple presentation incorporating captured or created sounds. | <ol style="list-style-type: none"> 1. I can work collaboratively by email to share and request information of another class or story character. 2. I can understand the need to abide by school e-safety rules. |

Finding things out: *Explore information from various sources. Show they know information exists in different forms.*

| Research (R) Y1 | Handling Information (HI) Y2 (* in maths) |
|---|--|
| <ol style="list-style-type: none"> 1. I can access a website from a hyperlink. 2. I can use a search engine to find specific relevant information to use in a presentation for a topic. 3. I can save and retrieve a website in a favourites list. | <ol style="list-style-type: none"> 1. I can use a simple pictogram programme to represent data (one to one correspondence). 2. I can use a simple pictogram programme to represent data (one to one correspondence). |

Developing ideas and making things happen: *Recognise that many everyday devices respond to signals and instructions Make choices when using such devices to produce different outcomes*

| Programming (P) Y1 Y2 | Modelling (M) Y2 | Simulations (S) Y2 |
|---|--|--|
| <ol style="list-style-type: none"> 1. I can program an interactive toy/ robot to follow simple instructions. 2. I can control devices on/off screen to achieve a specific task. 3. I can plan ahead, giving multiple instructions/ algorithms. 4. I can predict what my program will do. 5. I can notice bugs and refine algorithms to fix them. | <ol style="list-style-type: none"> 1. I can produce a 2D design in a given template, i.e. a room design on IWB, design for a net. | <ol style="list-style-type: none"> 1. I can play an adventure game and use a simple simulation, making choices and observing the results. 2. I can understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible. 3. I can make simple choices to control a simple simulation program. |

ICT Learner Profile

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| Religious Education Learner Profile | | | | | |
|-------------------------------------|---|--|--|---|---|
| | Learning about religion & belief | | | Learning from religion & belief | |
| | To understand beliefs & teachings (BT) | To understand practices & lifestyles (PL) | To understand how beliefs are shared (B) | To reflect (R) | To understand values (V) |
| EL6 | 1. Know that others do not always enjoy the same things and show sensitivity to this. | 1. Know about similarities and differences between themselves and others, and among families, communities and traditions. | 1. Understand that their own actions affect other people. | 1. Describe own and others' feelings and their consequences. | 1. Describe self in positive terms. 2. Understand that some behaviour is wrong. |
| SEN | 1. Listen attentively to religious stories or to people talking about religion. 2. Begin to understand that religious and other stories carry moral and religious meaning. | 1. Communicate simple facts about religion and important people in religions. | 1. Realise the significance of religious artefacts, symbols and places | 1. Reflect on emotions (happy, sad, excited or lonely) | 1. Demonstrate a basic understanding of what is right and wrong in familiar situations. 2. Show sensitivity to needs and feelings of others. 3. Show self-respect 4. Treat living things and the environment with care and concern |
| KS1 | 1. Describe some of the teachings of a religion 2. Describe some of the main festivals or celebrations of Christianity , Sikhism and Islam. | 1. Recognise, name and describe some religious artefacts, places and practices of Christianity , Sikhism and Islam. (Be aware of other religions represented in the community). | 1. Name some religious symbols of Christianity , Sikhism, Islam and other religions represented in the community 2. Explain the meaning of some religious symbols for Christianity , Sikhism and Islam. | 1. Identify the things that are important in their own lives and compare these to religious beliefs. 2. Relate emotions to some of the experiences of religious figures studied. 3. Ask questions about puzzling aspects of life. | 1. Identify how they have to make their own choices in life. 2. Explain how actions affect others. 3. Show an understanding of the term 'morals'. 4. Identify how Christian values can be applied to lifestyles. |

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| Geography Learner Profile | | | |
|---------------------------|---|--|--|
| | To investigate places (IPL) | To investigate patterns (IPT) | To communicate geographically (CG) |
| ELG | a. I can respond to simple questions about places and people. | a. I can use resources given to me. | a. I can show some understanding of environmental awareness and how it relates to my own life. |
| | b. I can make observations about people and places. | b. I can recognise the physical/natural and human/made features of places. | b. I can express my views on features of the environment which I find attractive or unattractive. |
| | c. I use simple geographical language to communicate my ideas about various locations, functions and roles | | |
| KS1 (Year 1) | d. I ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). | c. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | c. I describe what I like and dislike about a place or environment. |
| | e. I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. | d. I can identify land use around the school. | d. I talk about ways to improve the locality. |
| | f. I use world maps, atlases and globes to identify the United Kingdom and its capitals, as well as the countries, continents and oceans studied. | | e. I use basic geographical vocabulary to refer to: Key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. |
| | g. I use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | | f. I use basic geographical vocabulary to refer to: Key human features , including: city, town, village, factory, farm, house, office and shop. |
| KS1 (Year 2) | h. I use aerial images and plan perspectives to recognise landmarks and basic physical features. | e. I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | g. I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. |
| | i. I can name, locate and identify characteristics of the four countries and capital cities of the united Kingdom and its surrounding seas. | | h. I can devise a simple map; and use and construct basic symbols in a key using simple grid references. |
| | j. I can name and locate the world's continents and oceans. | | i. I give my views on an environment or locality. |

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| | b. I can make observations about people and places. | b. I can recognise the physical/natural and human/made features of places. | b. I can express my views on features of the environment which I find attractive or unattractive. |
| | c. I use simple geographical language to communicate my ideas about various locations, functions and roles | | |
| KS1 (Year 1) | d. I ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). | c. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | c. I describe what I like and dislike about a place or environment. |
| | e. I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. | d. I can identify land use around the school. | d. I talk about ways to improve the locality. |
| | f. I use world maps, atlases and globes to identify the United Kingdom and its capitals, as well as the countries, continents and oceans studied. | | e. I use basic geographical vocabulary to refer to: Key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. |
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| | i. I can name, locate and identify characteristics of the four countries and capital cities of the united Kingdom and its surrounding seas. | | h. I can devise a simple map; and use and construct basic symbols in a key using simple grid references. |
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| History Learner Profile | | | | |
|-------------------------|--|--|---|---|
| | To investigate and interpret the past. (IIP) | To understand chronology. (C) | To build an overview of world history (WH) | To communicate historically (COM) |
| ELG | a. I can answer simple questions about historical stories and artefacts. | a. I can recount episodes from my own past and some details from other historical events with prompts, | a. I am beginning to use some common words, signs or symbols to indicate the passage of time, | a. I can indicate if personal events and objects belong in the past or present. |
| KS1 (Year 1) | b. I can use evidence to answer questions about things that happened in the past. | b. I recognise the difference between the past and the present. | b. I can describe historical events. | b. I use words and phrases such as; a long time ago, recently, when my parents /carers were children, years, decades and centuries to describe the passing of time. |
| | c. I can use artefacts, pictures, stories, the internet and databases to investigate the past. | c. I place events in the order that they happened. | | |
| | | d. I place objects in order of age. | | |
| KS1 (Year 2) | d. I observe or handle evidence to ask questions and find answers to questions about the past. | e. I can label timelines with words or phrases such as past, present, older and newer. | c. I can describe significant people from the past | c. I show an understanding of the concept of nation and a nation's history. |
| | e. I use artefacts, pictures, stories, the Internet and databases to investigate the past. | f. I can recount changes that have happened in my life. | d. I recognise that there are reasons why people in the past acted as they did. | d. I show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. |
| | f. I identify some of the different ways in which the past has been represented. | g. I can use dates where appropriate. | | |

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| | To investigate and interpret the past. (IIP) | To understand chronology. (C) | To build an overview of world history (WH) | To communicate historically (COM) |
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| | f. I identify some of the different ways in which the past has been represented. | g. I can use dates where appropriate. | | |

Art & Design Learner Profile

| | ELG | YEAR 1 | YEAR 2 |
|---|---|---|---|
| To develop ideas (DI) | a. I can respond to given materials or media. | a. I can respond to ideas and starting points. | a. I can develop ideas from given starting points. |
| | b. I can show preferences for different colours, patterns and textures. | b. I can develop an awareness of colour, pattern, texture, shape and form in the environment. | b. I can explore ideas, collect visual information and use appropriate vocabulary to explain their choices. |
| | c. I can use the language of colour, pattern or texture to describe a piece of art. | c. I am beginning to use visual language. | c. I can comment on artworks using some visual language. |
| | d. I can choose colours, patterns, textures, shapes and forms and use them in their work. | d. I can select an idea to be developed. | d. I can select ideas to be developed in a piece of work. |
| To take inspiration from the greats (classic and modern) (I) | a. I can respond to a piece of work. | a. I can describe what I think or feel about the work of others. | a. I describe some of the characteristics of different kinds of art, craft and design. |
| | b. I can use materials used by artists to create my own work. | b. I know that paintings, sculptures and drawings have meanings. | b. I can use some of the ideas of artists studied to create pieces. |
| | | c. I can recreate the work of artists studied. | |
| To master techniques in drawing (b) | a. I enjoy making marks, signs & symbols on a variety of types of paper. | a. I can use lines to represent objects seen, remembered or imagined. | a. I use pencils, pastels & charcoal in my drawings. |
| | b. I can use marks, lines & curves expressively. | b. I can draw lines of different sizes and thickness. | b. I can show patterns & textures in my drawings by adding dots & lines. |
| | c. I can represent or symbolise an object in 2D. | c. I can colour own work neatly following the lines. | c. I can explore different grades of pencils to show line, tone and texture. |
| | | d. I can describe the lines, shapes & patterns I see. | d. I can use a viewfinder to help me in sketching. |

Art & Design Learner Profile

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|---|---|---|---|
| To develop ideas (DI) | a. I can respond to given materials or media. | a. I can respond to ideas and starting points. | a. I can develop ideas from given starting points. |
| | b. I can show preferences for different colours, patterns and textures. | b. I can develop an awareness of colour, pattern, texture, shape and form in the environment. | b. I can explore ideas, collect visual information and use appropriate vocabulary to explain their choices. |
| | c. I can use the language of colour, pattern or texture to describe a piece of art. | c. I am beginning to use visual language. | c. I can comment on artworks using some visual language. |
| | d. I can choose colours, patterns, textures, shapes and forms and use them in their work. | d. I can select an idea to be developed. | d. I can select ideas to be developed in a piece of work. |
| To take inspiration from the greats (classic and modern) (I) | a. I can respond to a piece of work. | a. I can describe what I think or feel about the work of others. | a. I describe some of the characteristics of different kinds of art, craft and design. |
| | b. I can use materials used by artists to create my own work. | b. I know that paintings, sculptures and drawings have meanings. | b. I can use some of the ideas of artists studied to create pieces. |
| | | c. I can recreate the work of artists studied. | |
| To master techniques in drawing (b) | a. I enjoy making marks, signs & symbols on a variety of types of paper. | a. I can use lines to represent objects seen, remembered or imagined. | a. I use pencils, pastels & charcoal in my drawings. |
| | b. I can use marks, lines & curves expressively. | b. I can draw lines of different sizes and thickness. | b. I can show patterns & textures in my drawings by adding dots & lines. |
| | c. I can represent or symbolise an object in 2D. | c. I can colour own work neatly following the lines. | c. I can explore different grades of pencils to show line, tone and texture. |
| | | d. I can describe the lines, shapes & patterns I see. | d. I can use a viewfinder to help me in sketching. |

Art & Design Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|---|---|--|--|
| To master techniques in painting (P) | a. I can explore using thick brushes, foam & sponge brushes to make marks. | a. I can use thick & thin brushes with some control. | a. I can use a range of brushes with control. |
| | b. I can use a variety of tools to spread paint - straws, matchsticks as well as brushes. | | |
| | | c. I know how to mix primary colours to make secondary colours. | c. I am beginning to add black / add white to colours to make tones. |
| | d. I can purposefully choose colours. | d. I can explore/experiment mixing colours. | d. I can create a colour wheel. |
| | e. I can explore making marks on a variety of papers. | e. I can paint pictures of what I see. | e. I can create a painting to convey a purpose. |
| | | f. I am beginning to develop my own personal style of painting. | |
| To master techniques in sculpture (S) | a. I have used rigid materials i.e. cardboard boxes tubes, lego, mobilo... | a. I have used rolled up paper, straws, paper, card and clay as materials. | a. I have used clay and other mouldable materials with a purpose. |
| | b. I have used clay, dough and plasticine. | | b. I can use techniques such as rolling, cutting, moulding and carving. |
| | c. I can choose tools that are appropriate to the material and activity. | c. I can add texture & pattern to my models using tools. | c. I have added texture and pattern to my clay work. |
| | | d. I can pull apart & reconstruct basic shapes. | d. I can create 3D pieces from 2D images. |
| | | | e. My 3D work has a well thought out purpose. |
| To master techniques in digital media (DM) | a. I can make marks on screen, change the pen colour & rub out to change my work. | a. I can use the computer to draw pictures with lines & shapes. | a. I can use a paint program to produce pictures. |
| | b. I am aware that photography is a form of art. | b. I can use a camera to take a photograph of an image/object. | b. I have explored with a variety of lenses: cameras, magnifying glasses, telescopes & binoculars. |
| | | c. I can collect photographs for a theme. | c. I am aware that there are famous & specialist photographers. |
| | | d. I can make a flick book to give the impression of movement. | |

Art & Design Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|---|---|--|--|
| To master techniques in painting (P) | a. I can explore using thick brushes, foam & sponge brushes to make marks. | a. I can use thick & thin brushes with some control. | a. I can use a range of brushes with control. |
| | b. I can use a variety of tools to spread paint - straws, matchsticks as well as brushes. | | |
| | | c. I know how to mix primary colours to make secondary colours. | c. I am beginning to add black / add white to colours to make tones. |
| | d. I can purposefully choose colours. | d. I can explore/experiment mixing colours. | d. I can create a colour wheel. |
| | e. I can explore making marks on a variety of papers. | e. I can paint pictures of what I see. | e. I can create a painting to convey a purpose. |
| | | f. I am beginning to develop my own personal style of painting. | |
| To master techniques in sculpture (S) | a. I have used rigid materials i.e. cardboard boxes tubes, lego, mobilo... | a. I have used rolled up paper, straws, paper, card and clay as materials. | a. I have used clay and other mouldable materials with a purpose. |
| | b. I have used clay, dough and plasticine. | | b. I can use techniques such as rolling, cutting, moulding and carving. |
| | c. I can choose tools that are appropriate to the material and activity. | c. I can add texture & pattern to my models using tools. | c. I have added texture and pattern to my clay work. |
| | | d. I can pull apart & reconstruct basic shapes. | d. I can create 3D pieces from 2D images. |
| | | | e. My 3D work has a well thought out purpose. |
| To master techniques in digital media (DM) | a. I can make marks on screen, change the pen colour & rub out to change my work. | a. I can use the computer to draw pictures with lines & shapes. | a. I can use a paint program to produce pictures. |
| | b. I am aware that photography is a form of art. | b. I can use a camera to take a photograph of an image/object. | b. I have explored with a variety of lenses: cameras, magnifying glasses, telescopes & binoculars. |
| | | c. I can collect photographs for a theme. | c. I am aware that there are famous & specialist photographers. |
| | | d. I can make a flick book to give the impression of movement. | |

Art & Design Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|--|--|--|---|
| To master techniques in collage (C) | a. I can select and use different materials from the 'Help Yourself trolley'. | a. I can sort & arrange collage materials for a purpose & according to specific qualities. | a. I can mix paper & other materials with different textures & appearances. |
| | b. I have explored & experimented with lots of collage materials. | b. I can cut & tear paper, textiles & card for my collages. | b. I can develop skills of overlapping & overlaying. |
| | | c. I can use paste, glue & other adhesives. | c. I can curl, fold & roll paper to create effects. |
| | | | e. I can use shapes, textures, colours & patterns in my collages. |
| To master techniques in printing (PR) | a. I can explore printing with hands, feet & found materials. | a. I can use printing tools such as fruit, vegetables & sponges. | a. I can make my own printing blocks e.g. string patterns, plasticine shapes. |
| | | b. I can explore techniques such as repeating, overlapping, rotating & arranging shapes. | b. I can print by pressing, rolling, rubbing & stamping. |
| | c. I can use one colour of paint or ink on a block. | | |
| | | d. I have looked at how artists & designers have used colour, shapes & lines to create patterns (wallpapers, fabrics etc). | d. I can create a print in response to the work of an artist or designer. |
| To master techniques in textiles (T) | a. I am aware of colour, texture & shape. | a. I can group fabric & threads by colour & texture. | a. I know how to dip dye to produce fabric of contrasting colours. |
| | b. I can handle & manipulate materials such as threads, cottons, wool, raffia, ribbon & grass. | b. I can make weavings with fabrics & threads. | b. I can weave to create a pattern. |
| | | c. I look at examples of thread & textiles used to create pictures, objects or patterns e.g. patchwork. | c. I have explored plaiting & understand the basic method. |
| | | d. I can produce a simple running stitch on a sewing card. | d. I can use a simple running stitch to join fabrics. |

Art & Design Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|--|--|--|---|
| To master techniques in collage (C) | a. I can select and use different materials from the 'Help Yourself trolley'. | a. I can sort & arrange collage materials for a purpose & according to specific qualities. | a. I can mix paper & other materials with different textures & appearances. |
| | b. I have explored & experimented with lots of collage materials. | b. I can cut & tear paper, textiles & card for my collages. | b. I can develop skills of overlapping & overlaying. |
| | | c. I can use paste, glue & other adhesives. | c. I can curl, fold & roll paper to create effects. |
| | | | e. I can use shapes, textures, colours & patterns in my collages. |
| To master techniques in printing (PR) | a. I can explore printing with hands, feet & found materials. | a. I can use printing tools such as fruit, vegetables & sponges. | a. I can make my own printing blocks e.g. string patterns, plasticine shapes. |
| | | b. I can explore techniques such as repeating, overlapping, rotating & arranging shapes. | b. I can print by pressing, rolling, rubbing & stamping. |
| | c. I can use one colour of paint or ink on a block. | | |
| | | d. I have looked at how artists & designers have used colour, shapes & lines to create patterns (wallpapers, fabrics etc). | d. I can create a print in response to the work of an artist or designer. |
| To master techniques in textiles (T) | a. I am aware of colour, texture & shape. | a. I can group fabric & threads by colour & texture. | a. I know how to dip dye to produce fabric of contrasting colours. |
| | b. I can handle & manipulate materials such as threads, cottons, wool, raffia, ribbon & grass. | b. I can make weavings with fabrics & threads. | b. I can weave to create a pattern. |
| | | c. I look at examples of thread & textiles used to create pictures, objects or patterns e.g. patchwork. | c. I have explored plaiting & understand the basic method. |
| | | d. I can produce a simple running stitch on a sewing card. | d. I can use a simple running stitch to join fabrics. |

| Design & Technology Learner Profile | | | | |
|---|--|---|--|--|
| | | ELG | YEAR 1 | YEAR 2 |
| To design, make, evaluate and improve (DMEI) | Food | a. I can name different types of food e.g. apple, peas, sausages. | a. I can identify whether a food is a meat product or from a plant. | a. I understand where food comes from. |
| | | b. I can explore items of food from a food wheel. | b. I can select items from a food wheel to plan and prepare dishes. | b. I can use the basic principles of a healthy and varied diet to plan and prepare dishes. |
| | | c. I can contribute to decisions about what to make and how. | c. I can add my own design ideas to a given design. | c. I can design purposeful, functional, appealing products based on given design criteria. |
| | Other areas | | d. I can generate ideas for purposeful designs. | d. I can generate ideas based on my investigations of products. |
| | | d. I can explain what I am making and which tools I am using. | e. I can use models, pictures and words to describe what I want to do. | e. I can use models, pictures and words to describe my designs. |
| | | | f. I can talk about my own work and describe how my product works. | f. I can recognise what I have done well and suggest things I could do better in the future. |
| To master practical skills: FOOD (F) | | a. I can wash my hands using the correct hand washing technique. | a. I know that I have to wash my hands & keep work surfaces clean when preparing food. | a. I can prepare food safely & hygienically & can describe what this means. |
| | | | b. I have experienced using a simple recipe to make a food product. | b. I can use simple recipes and can measure and weigh using measuring cups or electronic scales. |
| | b. I can mix and prepare simple cooked & uncooked foods from a limited choice. | c. I can use a mixing bowl to prepare a mixture. | c. I can use simple tools e.g. whisk, rolling pin etc. | |
| | c. I can use simple equipment e.g. spoons, cutters, bowls | d. I can use knives safely to cut food (with help). | | |
| | | e. I can assemble or cook ingredients. | d. I know a range of cooking techniques e.g. baking, steaming, roasting, boiling. | |
| | | | e. I can describe the properties of food by taste, smell, texture & consistency. | |

| Design & Technology Learner Profile | | | | |
|---|--|---|--|--|
| | | ELG | YEAR 1 | YEAR 2 |
| To design, make, evaluate and improve (DMEI) | Food | a. I can name different types of food e.g. apple, peas, sausages. | a. I can identify whether a food is a meat product or from a plant. | a. I understand where food comes from. |
| | | b. I can explore items of food from a food wheel. | b. I can select items from a food wheel to plan and prepare dishes. | b. I can use the basic principles of a healthy and varied diet to plan and prepare dishes. |
| | | c. I can contribute to decisions about what to make and how. | c. I can add my own design ideas to a given design. | c. I can design purposeful, functional, appealing products based on given design criteria. |
| | Other areas | | d. I can generate ideas for purposeful designs. | d. I can generate ideas based on my investigations of products. |
| | | d. I can explain what I am making and which tools I am using. | e. I can use models, pictures and words to describe what I want to do. | e. I can use models, pictures and words to describe my designs. |
| | | | f. I can talk about my own work and describe how my product works. | f. I can recognise what I have done well and suggest things I could do better in the future. |
| To master practical skills: FOOD (F) | | a. I can wash my hands using the correct hand washing technique. | a. I know that I have to wash my hands & keep work surfaces clean when preparing food. | a. I can prepare food safely & hygienically & can describe what this means. |
| | | | b. I have experienced using a simple recipe to make a food product. | b. I can use simple recipes and can measure and weigh using measuring cups or electronic scales. |
| | b. I can mix and prepare simple cooked & uncooked foods from a limited choice. | c. I can use a mixing bowl to prepare a mixture. | c. I can use simple tools e.g. whisk, rolling pin etc. | |
| | c. I can use simple equipment e.g. spoons, cutters, bowls | d. I can use knives safely to cut food (with help). | | |
| | | e. I can assemble or cook ingredients. | d. I know a range of cooking techniques e.g. baking, steaming, roasting, boiling. | |
| | | | e. I can describe the properties of food by taste, smell, texture & consistency. | |

| Design & Technology Learner Profile (continued) | | | |
|---|---|---|---|
| To master practical skills: TEXTILES (T) | ELG | YEAR 1 | YEAR 2 |
| | a. I can pull a thread through a sewing card. | a. I can use pre-prepared patterns and templates. | a. I can measure, mark out and cut fabric. |
| | | | b. I can use scissors precisely when cutting out. |
| | b. I can join fabrics using glue. | | c. I can join textiles using glue, staples, tying & a simple stitch. |
| | | b. I have made a product from textiles and made sure my work is neat & tidy. | d. I know that textiles have different properties: touch, insulation, texture & waterproof. |
| To master practical skills: STRUCTURES (S) | | a. I can describe the materials I have used to make my structure. | a. I am beginning to use a range of materials to make products e.g. wood, plastic, metal, clay, card, paper. |
| | a. I have explored using tools with support. | b. I have explored using a range of tools and know what they are called and used for. | b. I am beginning to use tools to drill, screw, glue, cut and nail materials to make products. |
| | b. I am beginning to mark out materials to cut. | c. I can mark out materials to cut and fold. | c. I can measure & mark out materials accurately. |
| | | | d. I can demonstrate a range of cutting and shaping techniques e.g. tearing, cutting, folding and curling. |
| | | | e. I can demonstrate a range of joining techniques such as gluing, hinges or combining materials to strengthen. |
| | c. I can use construction kits to make a structure e.g. lego, mobilo, polydron, knex. | d. I can make box models, puppets, cards & masks. | f. I know how to make my structures stronger by folding, joining or by its shape. |
| | | | g. I can finish off my work so that it looks neat & tidy. |

| Design & Technology Learner Profile (continued) | | | |
|---|---|---|---|
| To master practical skills: TEXTILES (T) | ELG | YEAR 1 | YEAR 2 |
| | a. I can pull a thread through a sewing card. | a. I can use pre-prepared patterns and templates. | a. I can measure, mark out and cut fabric. |
| | | | b. I can use scissors precisely when cutting out. |
| | b. I can join fabrics using glue. | | c. I can join textiles using glue, staples, tying & a simple stitch. |
| | | b. I have made a product from textiles and made sure my work is neat & tidy. | d. I know that textiles have different properties: touch, insulation, texture & waterproof. |
| To master practical skills: STRUCTURES (S) | | a. I can describe the materials I have used to make my structure. | a. I am beginning to use a range of materials to make products e.g. wood, plastic, metal, clay, card, paper. |
| | a. I have explored using tools with support. | b. I have explored using a range of tools and know what they are called and used for. | b. I am beginning to use tools to drill, screw, glue, cut and nail materials to make products. |
| | b. I am beginning to mark out materials to cut. | c. I can mark out materials to cut and fold. | c. I can measure & mark out materials accurately. |
| | | | d. I can demonstrate a range of cutting and shaping techniques e.g. tearing, cutting, folding and curling. |
| | | | e. I can demonstrate a range of joining techniques such as gluing, hinges or combining materials to strengthen. |
| | c. I can use construction kits to make a structure e.g. lego, mobilo, polydron, knex. | d. I can make box models, puppets, cards & masks. | f. I know how to make my structures stronger by folding, joining or by its shape. |
| | | | g. I can finish off my work so that it looks neat & tidy. |

Design & Technology Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|---|--|--|--|
| To master practical skills: MECHANICS (M) | a. I can use construction kits to make a vehicle that moves. | a. I can use a construction kit to make a model that moves using a mechanism e.g. wheels, lever, hinge. | a. I have explored how levers, sliders, wheels, axles and winding mechanisms work. |
| | b. I can identify how toys can be made to move. | b. I have explored how moving objects work. | b. I can use construction kits for problem solving and to investigate simple mechanisms. |
| To master practical skills: ELECTRICALS and ELECTRONICS (E) | a. I have used battery operated devices. | a. I can diagnose faults in battery operated devices such as low battery, water damage or battery terminal damage. | a. I can explore batteries, bulbs and simple switches to achieve a functional result. |
| | | | a. I can model designs using software. |
| To take inspiration from design throughout history (I) | a. I know that a chef cooks and prepares food. | a. I can identify the work of famous chefs. | a. I can identify the tools used by famous chefs. |
| | b. I can explore objects and describe them using my senses. | b. I can say what I like and dislike about a product or design. | b. I can suggest improvements to existing products and designs. |
| | | | c. I can explore how products have been created. |

Design & Technology Learner Profile (continued)

| | ELG | YEAR 1 | YEAR 2 |
|---|--|--|--|
| To master practical skills: MECHANICS (M) | a. I can use construction kits to make a vehicle that moves. | a. I can use a construction kit to make a model that moves using a mechanism e.g. wheels, lever, hinge. | a. I have explored how levers, sliders, wheels, axles and winding mechanisms work. |
| | b. I can identify how toys can be made to move. | b. I have explored how moving objects work. | b. I can use construction kits for problem solving and to investigate simple mechanisms. |
| To master practical skills: ELECTRICALS and ELECTRONICS (E) | a. I have used battery operated devices. | a. I can diagnose faults in battery operated devices such as low battery, water damage or battery terminal damage. | a. I can explore batteries, bulbs and simple switches to achieve a functional result. |
| | | | a. I can model designs using software. |
| To take inspiration from design throughout history (I) | a. I know that a chef cooks and prepares food. | a. I can identify the work of famous chefs. | a. I can identify the tools used by famous chefs. |
| | b. I can explore objects and describe them using my senses. | b. I can say what I like and dislike about a product or design. | b. I can suggest improvements to existing products and designs. |
| | | | c. I can explore how products have been created. |

| PSHE & Citizenship Learner Profile | | | | |
|------------------------------------|-------------------------------------|--|---|---|
| | | Find, check and learn specific knowledge from a variety of sources and view points (FCL) | Plan and implement ideas to develop my personal & social well-being, economic well-being and citizenship skills (PI) | Communicate and express my understanding of personal & social well-being, economic well-being and citizenship issues (CE) |
| ELG | | <ol style="list-style-type: none"> 1. I can make observations of animals and plants and explain why some things occur, and talk about change 2. I know about similarities and differences between myself and others, and among our families, communities and traditions 3. I know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. | <ol style="list-style-type: none"> 1. I can talk about ideas, and choose the resources they need for their chosen activity. 2. I take account of other people's ideas 3. I can manage my own basic hygiene and personal needs. | <ol style="list-style-type: none"> 1. I can express myself effectively 2. I can show sensitivity to others' needs and feelings. 3. I can work as part of a group or class, and understand and follow the rules 4. I confidently try new activities, and say why they like some activities more than others. |
| | Personal & Social Well-Being (PSWB) | <ol style="list-style-type: none"> 1. I know that some substances and activities can help or harm the body. 2. I can name some similarities and differences between people. 3. I know how to keep myself safe 4. I know times when I may not be safe and can name people to help me | <ol style="list-style-type: none"> 1. I can make healthy eating choices and prepare simple healthy foods. 2. I can recognise harmful substances/activities 3. I can manage my own personal hygiene. 4. I usually recognise, manage and control strong feelings and emotions. (inc change; loss; sharing) 5. I can say; yes: no; I'll ask; I'll tell to keep myself and others safe 6. I can make friends and work with them | <ol style="list-style-type: none"> 1. I usually join in discussions about: <ul style="list-style-type: none"> •Similarities and differences between people •Harmful substances •My feelings •Healthy Meals •Relationships |
| KS1 | Economic Well-Being (EWB) | <ol style="list-style-type: none"> 1. I can name a variety of different types of work people do and different places of work. 2. I can say where money comes from 3. I can talk about choices people make to spend money on things they need and want. | <ol style="list-style-type: none"> 1. I can contribute to generating ideas 2. I can help to solve problems with multi-solutions 3. I join in a range of activities in one-to-one situations and in small or large groups | <ol style="list-style-type: none"> 1. I tell people my ideas and what I have found out. 2. I tell people how I feel 3. I express my opinion on a group project. |
| | Citizenship (C) | <ol style="list-style-type: none"> 1. I can name similarities and differences between myself and between people from other communities in the UK. 2. I can talk about help people within and beyond my own community. (Different ethnicities; disabilities; religions; ages) 3. I can talk about rules of communities I belong to | <ol style="list-style-type: none"> 1. I can work with others to share ideas, plan an activity that will help others. 2. I can work with others to compile fair rules for everyone 3. I can recognise when people are treated fairly and unfairly | <ol style="list-style-type: none"> 1. I share my opinions of issues affecting my community with others and give some reasons for my ideas. 2. I can say why I think something is fair or unfair |

| PSHE & Citizenship Learner Profile | | | | |
|------------------------------------|-------------------------------------|--|---|---|
| | | Find, check and learn specific knowledge from a variety of sources and view points (FCL) | Plan and implement ideas to develop my personal & social well-being, economic well-being and citizenship skills (PI) | Communicate and express my understanding of personal & social well-being, economic well-being and citizenship issues (CE) |
| ELG | | <ol style="list-style-type: none"> 1. I can make observations of animals and plants and explain why some things occur, and talk about change 2. I know about similarities and differences between myself and others, and among our families, communities and traditions 3. I know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. | <ol style="list-style-type: none"> 1. I can talk about ideas, and choose the resources they need for their chosen activity. 2. I take account of other people's ideas 3. I can manage my own basic hygiene and personal needs. | <ol style="list-style-type: none"> 1. I can express myself effectively 2. I can show sensitivity to others' needs and feelings. 3. I can work as part of a group or class, and understand and follow the rules 4. I confidently try new activities, and say why they like some activities more than others. |
| | Personal & Social Well-Being (PSWB) | <ol style="list-style-type: none"> 1. I know that some substances and activities can help or harm the body. 2. I can name some similarities and differences between people. 3. I know how to keep myself safe 4. I know times when I may not be safe and can name people to help me | <ol style="list-style-type: none"> 1. I can make healthy eating choices and prepare simple healthy foods. 2. I can recognise harmful substances/activities 3. I can manage my own personal hygiene. 4. I usually recognise, manage and control strong feelings and emotions. (inc change; loss; sharing) 5. I can say; yes: no; I'll ask; I'll tell to keep myself and others safe 6. I can make friends and work with them | <ol style="list-style-type: none"> 1. I usually join in discussions about: <ul style="list-style-type: none"> •Similarities and differences between people •Harmful substances •My feelings •Healthy Meals •Relationships |
| KS1 | Economic Well-Being (EWB) | <ol style="list-style-type: none"> 1. I can name a variety of different types of work people do and different places of work. 2. I can say where money comes from 3. I can talk about choices people make to spend money on things they need and want. | <ol style="list-style-type: none"> 1. I can contribute to generating ideas 2. I can help to solve problems with multi-solutions 3. I join in a range of activities in one-to-one situations and in small or large groups | <ol style="list-style-type: none"> 1. I tell people my ideas and what I have found out. 2. I tell people how I feel 3. I express my opinion on a group project. |
| | Citizenship (C) | <ol style="list-style-type: none"> 1. I can name similarities and differences between myself and between people from other communities in the UK. 2. I can talk about help people within and beyond my own community. (Different ethnicities; disabilities; religions; ages) 3. I can talk about rules of communities I belong to | <ol style="list-style-type: none"> 1. I can work with others to share ideas, plan an activity that will help others. 2. I can work with others to compile fair rules for everyone 3. I can recognise when people are treated fairly and unfairly | <ol style="list-style-type: none"> 1. I share my opinions of issues affecting my community with others and give some reasons for my ideas. 2. I can say why I think something is fair or unfair |

| Music Learner Profile | | | | | |
|-----------------------|---|---|--|---|---|
| | | To perform through singing (S) | To perform through playing (P) | To compose (C) | |
| KS1 | ELG | 1. I can sing songs that I have learnt. | 1. I can respond to prompts to play faster, slower, louder and softer. | 1. I can make a simple composition e.g. by choosing symbols or pictures and ordering them from left to right. | |
| | | | 2. I can tap out simple repeated rhythms. | 2. I can create a sequence of long and short sounds. | |
| | | | 3. I can explore the different sounds of instruments. | 3. I can clap rhythms. | |
| | | | 4. I am beginning to categorise percussion instruments by how they can be played. | | |
| | | 2. I can use my voice in different ways such as speaking, singing and chanting. | 5. I can follow instructions on how and when to play an instrument. | 4. I can create a mixture of different sounds (long and short, loud and quiet, high and low). | |
| | | 3. I can take part in singing accurately following the melody. | 6. I can experiment with ways of changing the sound of an instrument. | 5. I can choose sounds to create an effect. | |
| | Year 1 | 4. I can follow instructions on how and when to sing. | 7. I can name a range of percussion instruments and can describe/show how they are played. | 6. I can sequence sounds to create an overall effect. | |
| | | 5. I can perform with an awareness of others. | | | |
| | | Year 2 | 6. I can make and control long and short sounds using my voice. | 8. I can make and control long and short sounds using instruments. | 7. I can create short, musical patterns. |
| | | | 7. I can imitate changes in pitch using my voice. | 9. I can keep a steady pulse when playing instruments. | 8. I can create short, rhythmic phrases. |
| | | | 8. I can incorporate a range of moods into my singing e.g. merrily, eerily, woefully. | 10. I can play simple patterns and accompaniments keeping to a steady pulse. | 9. I can choose carefully and order sounds in a beginning, middle and end. |
| | | | | 11. I can perform from simple notation e.g. pictures, symbols. | 10. I am beginning to combine several layers of sound with an awareness of the combined effect. |
| | 12. I am beginning to sort instruments into family groups e.g. brass, string, woodwind. | | | | |

| Music Learner Profile | | | | | |
|-----------------------|---|---|--|---|---|
| | | To perform through singing (S) | To perform through playing (P) | To compose (C) | |
| KS1 | ELG | 1. I can sing songs that I have learnt. | 1. I can respond to prompts to play faster, slower, louder and softer. | 1. I can make a simple composition e.g. by choosing symbols or pictures and ordering them from left to right. | |
| | | | 2. I can tap out simple repeated rhythms. | 2. I can create a sequence of long and short sounds. | |
| | | | 3. I can explore the different sounds of instruments. | 3. I can clap rhythms. | |
| | | | 4. I am beginning to categorise percussion instruments by how they can be played. | | |
| | | 2. I can use my voice in different ways such as speaking, singing and chanting. | 5. I can follow instructions on how and when to play an instrument. | 4. I can create a mixture of different sounds (long and short, loud and quiet, high and low). | |
| | | 3. I can take part in singing accurately following the melody. | 6. I can experiment with ways of changing the sound of an instrument. | 5. I can choose sounds to create an effect. | |
| | Year 1 | 4. I can follow instructions on how and when to sing. | 7. I can name a range of percussion instruments and can describe/show how they are played. | 6. I can sequence sounds to create an overall effect. | |
| | | 5. I can perform with an awareness of others. | | | |
| | | Year 2 | 6. I can make and control long and short sounds using my voice. | 8. I can make and control long and short sounds using instruments. | 7. I can create short, musical patterns. |
| | | | 7. I can imitate changes in pitch using my voice. | 9. I can keep a steady pulse when playing instruments. | 8. I can create short, rhythmic phrases. |
| | | | 8. I can incorporate a range of moods into my singing e.g. merrily, eerily, woefully. | 10. I can play simple patterns and accompaniments keeping to a steady pulse. | 9. I can choose carefully and order sounds in a beginning, middle and end. |
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| | 12. I am beginning to sort instruments into family groups e.g. brass, string, woodwind. | | | | |

| Music Learner Profile | | | | |
|------------------------------|---------------|--|--|--|
| | | To transcribe (T) | To describe music (D) | To take inspiration from the greats (classic and modern) (TI) |
| KS1 | Year 1 | 1. I can select an image or symbol to represent a sound. | 1. I can identify the beat of a tune. | 1. I can say whether I like or dislike a piece of music. |
| | | | 2. I can use a growing music vocabulary of words, signs or symbols to describe what is played and heard. | |
| | Year 2 | 2. I can use symbols to represent composition and use them to help with a performance. | 3. I can recognise changes in timbre, dynamics and pitch. | 2. I can identify my own music preferences. |
| | | | | 3. I have listened to music of different genres, cultures and times. |
| | | | | 4. I can say what I like/dislike about a piece of music. |

| Music Learner Profile | | | | |
|------------------------------|---------------|--|--|--|
| | | To transcribe (T) | To describe music (D) | To take inspiration from the greats (classic and modern) (TI) |
| KS1 | Year 1 | 1. I can select an image or symbol to represent a sound. | 1. I can identify the beat of a tune. | 1. I can say whether I like or dislike a piece of music. |
| | | | 2. I can use a growing music vocabulary of words, signs or symbols to describe what is played and heard. | |
| | Year 2 | 2. I can use symbols to represent composition and use them to help with a performance. | 3. I can recognise changes in timbre, dynamics and pitch. | 2. I can identify my own music preferences. |
| | | | | 3. I have listened to music of different genres, cultures and times. |
| | | | | 4. I can say what I like/dislike about a piece of music. |