



Band 1 — History

Chronological understanding

- 
- ☐ Place known events and objects in chronological order.
I can place known events in the order of when they happened.
- ☐ Sequence events and recount changes within living memory.
I can sequence events and recount changes within living memory (chronological understanding).
- ☐ Use common words and phrases relating to the passing of time.
I can use common words and phrases relating to the passing of time.


Band 1 — History

History enquiry

- 
- ☐ Find answers to some simple questions about the past from simple sources of information.
I can find answers to some simple questions about the past from simple sources of information.
- ☐ Describe some simple similarities and differences between artefacts.
I can describe some simple similarities and differences between man made objects.
- ☐ Sort artefacts from 'then' and 'now'.
I can sort historical objects from 'then' and 'now'.
- ☐ Ask and answer relevant basic questions about the past.
I can ask and answer relevant basic questions about the past.


Band 1 — History

Historical interpretations

- 
- ☐ Relate his/her own account of an event and understand that others may give a different version.
I can relate my own account of an event and understand that others may give a different version.


Band 1 — History

Organisation and communication

- 
- ☐ Talk, draw or write about aspects of the past.
I can talk, draw or write about aspects of the past.

Band 1 — History

Understanding of events, people and changes

- 
- ☐ Understand key features of events.
I can understand key features of events.
- ☐ Identify some similarities and differences between ways of life in different periods.
I can identify some similarities and differences between ways of life in different periods.

Name: _____ Class: _____

Band 1 — Geography

Geographical skills and fieldwork



b b+ w w+ **s** s+

- ☐ Ask simple geographical questions e.g. What is it like to live in this place?
I can ask simple geographical questions.
- ☐ Use simple observational skills to study the geography of the school and its grounds.
I can use simple observational skills to study the geography of the school and its grounds.
- ☐ Use simple maps of the local area e.g. large scale, pictorial etc.
I can use simple maps of the local area.
- ☐ Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.
I can use words such as near and far, left and right to talk about where things are.
- ☐ Make simple maps and plans e.g. pictorial place in a story.
I can make simple maps and plans.

Band 1 — Geography

Locational knowledge



b b+ w w+ **s** s+

- ☐ Understand how some places are linked to other places e.g. roads, trains.
I can understand how some places are linked to other places e.g. roads, trains.

Band 1 — Geography

Human and physical geography



b b+ w w+ **s** s+

- ☐ Describe seasonal weather changes.
I can describe seasonal weather changes.

Band 1 — Geography

Place knowledge



b b+ w w+ **s** s+

- ☐ Name, describe and compare familiar places.
I can name, describe and compare places I know.
- ☐ Link their homes with other places in their local community.
I can link home with other places in my area.
- ☐ Know about some present changes that are happening in the local environment e.g. at school.
I can show I know about changes that are happening in the local environment e.g. at school.
- ☐ Suggest ideas for improving the school environment.
I can suggest ideas for improving the school environment.

Name: _____ Class: _____

Band 1 — PE (POS)

Dance



b b+ w w+ **s** s+

- ☐ Copy simple movement patterns.
I can copy simple dance patterns.
- ☐ Choose simple actions to match sounds and music.
I can choose movements to match music or sounds.
- ☐ Learn simple sequences.
I can remember a dance.
- ☐ Perform movements in order.
I can do movements in the order I have been shown.
- ☐ Work together successfully with others to perform a modelled group sequence.
I can do a dance I have been shown with my group.

Band 1 — PE (POS)

Games



b b+ w w+ **s** s+

- ☐ Demonstrate basic control of equipment.
I can use what I am given to play a game.
- ☐ Send and receive a ball as part of an activity.
I can pass and throw a ball to someone else and stop a ball if it is given to me.
- ☐ Participate in group activities.
I can join in games in a group.

Band 1 — PE (POS)

Gymnastics



b b+ w w+ **s** s+

- ☐ Copy basic actions with control and co-ordination, including taking off and landing, balance and rolling.
- ☐ Recognise and use space around them.
I can tell if I am in enough space.
- ☐ Choose and link skills and actions in short movement phrases.
I can put together different movements in a sequence.
- ☐ Explore variations in direction, level and speed of movement.
I can move using different directions, speeds and levels.
- ☐ Work together successfully with others to perform a modelled group sequence.
I can work in a group to carry out movements we have been shown.

Name: _____

Class: _____

Band 1 — Physical Education

Swimming



b

b+

w

w+

s

s+

- ☐ Enter the water safely and move in all directions for a short distance.
I am confident in getting into the water and moving around in different directions.
- ☐ Be at ease with water showered from above and wetting the face.
I don't mind getting water splashed on my face.
- ☐ Maintain a floating position with aids or support.
I can float in the water on my back or front with the aid of a float.
- ☐ Push and glide in a horizontal position from the side.
I can push off from the side and float across the pool.
- ☐ Demonstrate an understanding of water safety.
I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc.

Band 1 — Physical Education

Health and fitness—Diet and hygiene



b

b+

w

w+

s

s+

- ☐ Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow.
I know that my body needs food to help me grow and stay healthy.
- ☐ Explain how to stay safe in the sun.
I know that too much exposure to the sun can cause me harm and sun block can help protect me.
- ☐ Begin to identify ways of stopping harmful germs.
I know that I need to keep clean and healthy to help prevent germs spreading.
- ☐ Identify the hazardous sign on bottles.
I know that there are symbols on a bottle or packet that tells me when it contains something that can harm me.
- ☐ Understand that a doctor can help make them feel better.
I know that a doctor has special knowledge and skills to help keep me fit and healthy and that I should follow the advice they give.

Band 1 — Physical Education

Health and fitness—Healthy bodies



b

b+

w

w+

s

s+

- ☐ Identify and name some large bones.
I can name some of the bones in my body.
- ☐ Understand why the brain, heart and lungs are important body parts.
I know why the brain, heart and lungs are important body parts.
- ☐ Begin to understand how our body heals itself (bruising / scabs / etc).
I know why, that if I injure my body it will bruise and if I have a cut, it will scab over as it heals.

Name: _____

Class: _____

Band 1 — Physical Education

Health and fitness—Healthy mind



- ☐ Identify that exercise is good for our minds.
I know that exercise has a positive effect on our minds.
- ☐ Recognise basic emotions in themselves and why these may happen.
I know that my feelings can change depending on what is happening around me.
- ☐ Begin to set realistic goals to achieve.
I know what I would like to achieve and whether this is realistic or not.
- ☐ Understand the term 'determination'.
I know determination means not giving up when things are difficult.
- ☐ Identify whether a target has been met.
I know when I have achieved what I set out to do.



Band 1 — Physical Education

Health and fitness—Personal and social



- ☐ Identify the importance of having friends.
I can say why it is important to have different friends.
- ☐ Listen to advice.
I can listen to other people's suggestions.
- ☐ Understand the importance of family.
I know that people in my family are important and care for me.
- ☐ Share a view or opinion.
I can share my ideas about something.

Name: _____

Class: _____

Band 1 — Physical Education

Skills—Acquiring and developing skills



b

b+

w

w+

s

s+

- ☐ Hold a balance whilst walking along a straight line.
I can walk along a straight line without swaying to one side or another.
- ☐ Zig zag through a series of markers spaced evenly, about 2m apart.
I can run in between posts placed in a long line bending my legs and body to help me change direction.
- ☐ Hop on the spot using the same foot.
I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down.
- ☐ Jump for distance.
I can jump a long distance using my arms and legs to help push me forward and land safely.
- ☐ Jump for height.
I can jump high, bending my knees and swinging my arms to help move me higher.
- ☐ Catch a bean bag.
I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag cannot fall out.
- ☐ Throw a small ball underarm, using the correct technique.
I can throw a small ball underarm accurately so that it reaches its target.

Band 1 — Physical Education

Skills—Applying skills and using tactics



b

b+

w

w+

s

s+

- ☐ Link skills and actions in different ways to suit different activities.
I can use my skills to perform in sports and activities.
- ☐ Establish sequences of actions and skills which have a clear beginning, middle and ending.
I can perform a sequence of actions which have a clear start, middle and ending.

Band 1 — Physical Education

Skills—Evaluating and improving performance



b

b+

w

w+

s

s+

- ☐ Describe and comment on performance.
I can analyse my own, and others' performance.

Name: _____ Class: _____

Band 1— Design and Technology

Cooking and Nutrition



b

b+

w

w+

s

s+

- ☐ Talk about what he/she eats at home and begin to discuss what healthy foods are.
I can talk about what I eat at home and begin to discuss what healthy foods are.

- ☐ Say where some food comes from and give examples of food that is grown.
I can say where some food comes from and give examples of food that is grown.

- ☐ Use simple tools with help to prepare food safely.
I can use simple tools with help to prepare food safely.

Band 1— Design and Technology

Processes



b

b+

w

w+

s

s+

- ☐ Create simple designs for a product.
I can create a simple design for my product.

- ☐ Use pictures and words to describe what he/she wants to do.
I can use pictures and words to describe what I want to do.

- ☐ Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.
I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.

- ☐ Use a range of simple tools to cut, join and combine materials and components safely.
I can use a range of simple tools to cut, join and combine materials and components safely.

- ☐ Ask simple questions about existing products and those that he/she has made.
I can ask simple questions about existing products and those that I have made.

- ☐ Build structures, exploring how they can be made stronger, stiffer and more stable.
I can build structures, exploring how they can be made stronger, stiffer and more stable.

- ☐ Use wheels and axles in a product.
I can use wheels and axles in a product.

Name: _____ Class: _____

Band 1 — Music



b

b+

w

w+

s

s+

- ☐ Listen to music with sustained concentration.
I can concentrate and listen to a piece of music.
- ☐ Find the pulse whilst listening to music and using movement.
I can find the pulse by moving my body.
- ☐ Use the correct musical language to describe a piece of music.
I can use musical words and phrases to describe a piece of music.
- ☐ Recognise different instruments.
I can name different musical instruments.
- ☐ Discuss feelings and emotions linked to different pieces of music.
I can say what I like or dislike about a piece of music and describe how it makes me feel.
- ☐ Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.
I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse.
- ☐ Listen to, copy and repeat a simple rhythm or melody.
I can listen to, copy and repeat a simple rhythm or melody.
- ☐ Understand that pitch describes how high or low sounds are.
I can understand that pitch describes how high or low sounds are.
- ☐ Understand that tempo describes how fast or slow the music is.
I can understand that tempo describes how fast or slow the music is.
- ☐ Understand that dynamics describe how loud or quiet the music is.
I can understand that dynamics describe how loud or quiet the music is.
- ☐ Learn and perform chants, rhythms, raps and songs.
I can perform rhymes, raps and songs.
- ☐ Learn to follow the conductor or band leader.
I can follow the conductor or band leader.
- ☐ Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.
I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.

Name: _____ Class: _____

Band 1 — Religious Education

Learning about religion—Beliefs and teachings



b b+ w w+ **s** s+

☐

Recount elements of religious stories.

I can talk about some stories from the bible.

Band 1 — Religious Education

Learning about religion—Religious practices and lifestyles



b b+ w w+ **s** s+

☐

Recognise religious objects/places/people/practices.

I can tell you what a church looks like.

Band 1 — Religious Education

Learning about religion—Ways of expressing meaning



b b+ w w+ **s** s+

☐

Recognise some religious symbols and use some religious vocabulary correctly.

I can tell you what a cross is and what it means.

Band 1 — Religious Education

Learning from religion—Human identity, personality and experience



b b+ w w+ **s** s+

☐

Express his/her own experiences and feelings, recognising what is important in his/her own life.

I can talk about people and things I care about.

Band 1 — Religious Education

Learning from religion—Questions of meaning and purpose



b b+ w w+ **s** s+

☐

Recognise interesting/puzzling aspects of life.

I can discuss questions which might not have an answer.

Band 1 — Religious Education

Learning from religion—Values and commitments



b b+ w w+ **s** s+

☐

Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.

I can talk about things being fair and unfair.

Name: _____ Class: _____

Band 1— Design and Technology

Cooking and Nutrition



b

b+

w

w+

s

s+

- ☐ Talk about what he/she eats at home and begin to discuss what healthy foods are.
☐ *I can talk about what I eat at home and begin to discuss what healthy foods are.*

- ☐ **Say where some food comes from and give examples of food that is grown.**
☐ *I can say where some food comes from and give examples of food that is grown.*

- ☐ Use simple tools with help to prepare food safely.
☐ *I can use simple tools with help to prepare food safely.*

Band 1— Design and Technology

Processes



b

b+

w

w+

s

s+

- ☐ Create simple designs for a product.
☐ *I can create a simple design for my product.*

- ☐ Use pictures and words to describe what he/she wants to do.
☐ *I can use pictures and words to describe what I want to do.*

- ☐ **Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.**
☐ *I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.*

- ☐ Use a range of simple tools to cut, join and combine materials and components safely.
☐ *I can use a range of simple tools to cut, join and combine materials and components safely.*

- ☐ **Ask simple questions about existing products and those that he/she has made.**
☐ *I can ask simple questions about existing products and those that I have made.*

- ☐ Build structures, exploring how they can be made stronger, stiffer and more stable.
☐ *I can build structures, exploring how they can be made stronger, stiffer and more stable.*

- ☐ **Use wheels and axles in a product.**
☐ *I can use wheels and axles in a product.*

Name: _____ Class: _____

Band 1— Art and Design Learning



b

b+

w

w+

s

s+

- ☐ **Use artwork to record ideas, observations and experiences.**
I can use art to share my ideas.
- ☐ **Experiment with different materials to design and make products.**
I can try out different materials to design and make products.
- ☐ **Explain what he/she likes about the work of others.**
I can say what I like about other people's artwork.
- ☐ **Know the names of tools, techniques and elements that he/she uses.**
I can use the names of tools, techniques and elements I use in my artwork.

Band 1— Art and Design Techniques



b

b+

w

w+

s

s+

- ☐ **Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.**
I can draw things I have seen or imagined using lines.
- ☐ **Explore mark-making using a variety of tools.**
I can try out ways mark-making using different tools.
- ☐ **Make structures by joining simple objects together.**
I can make structures by joining simple objects together.
- ☐ **Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.**
I can cut, glue and trim material to create new pictures.
- ☐ **Make marks in print using found objects and basic tools and use these to create repeating patterns.**
I can make marks in print using different objects and basic tools and use these to make repeating patterns.
- ☐ **Sort, cut and shape fabrics and experiment with ways of joining them.**
I can sort, cut and shape fabrics and experiment with ways of joining them.



Name _____ Class _____

Band 1 - Reading

Word Reading



b

b+

w

w+

s

s+

- ☐ Apply phonic knowledge and skills as the route to decode words.
I can use letter sounds to work out and read new words.
- ☐ Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.
I can say a sound for more than 40 letters or groups of letters.
- ☐ **Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**
I can say quickly the sound of all the letters and letter groups.
- ☐ **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**
I can read new words correctly by blending the letter and letter group sounds I have been taught.
- ☐ **Read many common exception words from (English Appendix 1).**
I can read many common exception words.
- ☐ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, -er and -est.
- ☐ Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.
I can read many words quickly and accurately without needing to sound and blend words I have seen before.
- ☐ Read other words of more than one syllable that contain taught GPCs.
I can read words of more than one syllable using sounds that I have been taught.
- ☐ Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.
- ☐ Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.
I can read many words quickly and accurately without needing to sound and blend words I have seen before.
- ☐ **Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.**
I can read aloud books that use letters and letter groups I have been taught.
- ☐ Re-read phonically decodable books to build up fluency and confidence in word reading.
I can use the sounds I know to re-read books more fluently and with more confidence.



Name _____ Class _____

Band 1 - Reading Comprehension



b

b+

w

w+

S

s+

- ☐ **Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.**
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.
- ☐ Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).
I can retell some of a story I know when being read to by an adult.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.
I can join in with words when I can guess what is coming next.
- ☐ **Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.
I can enjoy and understand rhymes and poems, and can recite some by heart.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.
- ☐ Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.
- ☐ **Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**
I can usually spot if a word has been read wrongly by following the sense of the text.
- ☐ **Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**
I can talk about the title and events in books I have read or heard read.
- ☐ Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
- ☐ **Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.**
I can say what might happen next in a story.
- ☐ Participate in discussion about what is read to him/her, taking turns and listening to what others say.
I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.
- ☐ Explain clearly his/her understanding of what is read to him/her.
I can explain clearly my understanding of texts which have been read to me.
- ☐ Answer questions in discussion with the teacher and make simple inferences.
I can answer questions in discussion with the teacher and make simple inferences.



Name _____ Class _____

Band 1 - Spoken Language



b

b+

w

w+

s

s+

- ☐ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
I can listen to and talk about a wide range of poems, stories and non-fiction.
- ☐ Discuss the significance of the title and events.
I can join in a talk about the title and what happens in a book.
- ☐ Recite some poems and rhymes by heart.
I can recite some poems and rhymes by heart.
- ☐ Participate in discussion about what is read to him/her, taking turns and listening to what others say.
I can join in a discussion about what is read to me, taking turns and listening to what others say.
- ☐ Explain clearly his/her understanding of what is read to him/her.
I can explain clearly my understanding of what is read to me.
- ☐ Say out loud what he/she is going to write about.
I can say out loud what I am going to write about.
- ☐ Compose a sentence orally before writing it.
I can speak a sentence before writing it.
- ☐ Discuss what he/she has written with the teacher or other pupils.
I can discuss what I have written with the teacher or other children.
- ☐ Read aloud his/her writing clearly enough to be heard by the group and the teacher.
I can read aloud my writing clearly enough to be heard by the group and the teacher.
- ☐ Recognise and use language relating to dates, including days of the week, weeks, months and years.
I can recognise and use words relating to dates, including days of the week, weeks, months and years.
- ☐ Use the language of time (including telling the time throughout the day first using o'clock and then half past).
I can use words about the time (including telling the time using o'clock and half past).
- ☐ Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
I can use words for position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- ☐ Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.
I can discuss and solve problems in familiar practical contexts, including using quantities.
- ☐ In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).
I can ask simple questions in science and know that they can be answered in different ways.



Name _____ Class _____

Band 1 - Science

Working Scientifically



b

b+

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S

s+

- ☐ Ask simple questions and recognise that they can be answered in different ways (Year 1 focus).
I can ask questions and know they can be answered in different ways.
- ☐ Use simple equipment to observe closely (Year 1 focus).
I can look closely, using equipment.
- ☐ Perform simple tests (Year 1 focus).
I can do tests.
- ☐ Identify and classify (Year 1 focus).
I can name and group.
- ☐ Use his/her observations and ideas to suggest answers to questions (Year 1 focus).
I can use my observations and ideas to suggest answers to questions.
- ☐ Gather and record data to help in answering questions (Year 1 focus).
I can collect and record data to help answer questions.

Band 1 - Science

Animals Including Humans



b

b+

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w+

S

s+

- ☐ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
I can spot and name a variety of common animals.
- ☐ Group animals according to what they eat.
I can group animals according to what they eat.
- ☐ Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
I can spot and name a variety of common animals that are carnivores, herbivores and omnivores.
- ☐ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
I can describe and compare the structure of a variety of common animals.
- ☐ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.

Band 1 - Science

Materials



b

b+

w

w+

S

s+

- ☐ Distinguish between an object and the material from which it is made.
I can tell the difference between an object and the material from which it is made.
- ☐ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- ☐ Describe the simple physical properties of a variety of everyday materials.
I can describe some everyday materials.
- ☐ Compare and group together a variety of everyday materials on the basis of their simple physical properties.
I can make groups of materials based on what they are like.



Name _____ Class _____

Band 1 - Science

Plants



b

b+

w

w+

s

s+

- ☐ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
I can name some common wild and garden plants, including deciduous and evergreen trees.

- ☐ Identify and describe the basic structure of a variety of common flowering plants, including trees.
I can name and describe the basic structure of a variety of common flowering plants, including trees.

Band 1 - Science

Seasonal Changes



b

b+

w

w+

s

s+

- ☐ Observe changes across the four seasons.
I can explain changes through autumn, winter, spring and summer.

- ☐ Observe and describe weather associated with the seasons and how day length varies.
I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.



Name _____ Class _____

Band 1 - Writing Spelling



b

b+

w

w+

s

s+

- ☐ Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.
I can break down spoken words into their sounds and spell some correctly.

- ☐ **Spell words containing each of the 40+ phonemes already taught.**
I can spell words containing each of the letter sounds I have been taught.

- ☐ Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.
I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them.

- ☐ Spell a few common exception words (e.g. I, the, he, said, of).
I can spell a few common exception words.

- ☐ Spell some common exception words.
I can spell some common exception words.

- ☐ Spell the days of the week.
I can spell the days of the week.

- ☐ **Name the letters of the alphabet in order.**
I can name the letters of the alphabet in order.

- ☐ Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

- ☐ Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
I know the plural rule and can use -s and -es in the right place.

- ☐ Add prefixes and suffixes using the prefix un-.
I can add un- to the start of a word to make a different word.

- ☐ Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

- ☐ Apply simple spelling rules and guidance, as listed in English Appendix 1.
I can use simple spelling rules.

- ☐ **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**
I can write the correct spellings in simple sentences I hear my teacher say.

- ☐ Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).
I can spell words by picking out the sounds.

Band 1 - Writing Handwriting



b

b+

w

w+

s

s+

- ☐ Sit correctly at a table, holding a pencil comfortably and correctly.
I can sit correctly at a table, holding a pencil comfortably and correctly.

- ☐ Form most lower-case letters correctly.
I can write most lower-case letters correctly.

- ☐ **Form lower-case letters in the correct direction, starting and finishing in the right place.**
I can write lower-case letters in the correct direction, starting and finishing in the right place.

- ☐ Form capital letters.
I can write capital letters.

- ☐ Form digits 0-9.
I can write numbers 0-10.

- ☐ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
I can see which letters belong to which handwriting 'families'.



Name _____ Class _____

Band 1 - Writing Composition



b

b+

w

w+

s

s+

- ☐ Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher.
I can write sentences by saying out loud what I am going to write about.
- ☐ Write down one of the sentences that he/she has rehearsed.
I can write down a sentence I have practised.
- ☐ Compose and write sentences independently to convey ideas.
I can write sentences on my own.
- ☐ **Write sentences, sequencing them to form short narratives (real or fictional).**
I can join my sentences together to make a story.
- ☐ **Write sentences by re-reading what he/she has written to check that it makes sense.**
I can read my sentence and check that it makes sense.
- ☐ Discuss what he/she has written with the teacher or other pupils.
I can talk about my writing with my teacher or children in my class.
- ☐ Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.
I can read my sentence out loud so that children in my class can hear and understand me.

Band 1 - Writing Vocabulary, Grammar & Punctuation



b

b+

w

w+

s

s+

- ☐ Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.
I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes.
- ☐ Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.
- ☐ Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.
I can show you how un- added to the beginning of a word can change its meaning.
- ☐ Understand how words can combine to make sentences.
I can put words together to make sentences.
- ☐ Join words and clauses using and.
I can use joining words like and.
- ☐ Separate words with spaces.
I can use spaces between words.
- ☐ **Use capital letters and full stops to demarcate sentences in some of his/her writing.**
I can use capital letters and full stops.
- ☐ **Begin to punctuate work using question marks and exclamation marks.**
I can use question marks and exclamation marks.
- ☐ Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
I can use capital letters for names, places, the days of the week and the word 'I'.
- ☐ Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.
I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.



Name _____ Class _____

Band 1 - Maths

Number and Place Value



b b+ w w+ **S** s+

- ☐ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
I can count to and past 100, forwards and backwards starting from any number.
- ☐ Count and read numbers to 100 in numerals.
I can count and read numbers to 100 in numerals.
- ☐ Count and write numbers to 100 in numerals.
I can count and write numbers to 100 in numerals.
- ☐ Count in multiples of twos, fives and tens from 0.
I can count in jumps of 2, 5 and 10.
- ☐ Identify one more and one less of a given number.
I can identify one more and one less, given a starting number.
- ☐ Identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least.
I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.
- ☐ Read and write numbers from 1 to 20 in numerals.
I can read and write numbers from 1 to 20 in numbers.
- ☐ Read and write numbers from 1 to 20 in words.
I can read and write numbers from 1 to 20 in words.
- ☐ Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives.
I can count in twos, fives and tens to solve problems.
- ☐ Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.
I can partition and combine numbers using apparatus if I need it.

Band 1 - Maths

Addition and Subtraction



b b+ w w+ **S** s+

- ☐ Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can read and understand number statements using +, - and =.
- ☐ Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can write number statements using +, - and =.
- ☐ Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$).
I can change calculations to give the same answers, for example $3 + 2 = 5$ so $2 + 3 = 5$.
- ☐ Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).
I can show that addition is the opposite of subtraction, for example if $3 + 2 = 5$, then $5 - 2 = 3$.
- ☐ Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).
I can remember most of the number bonds for 10 and link the connected facts.
- ☐ Represent and use number bonds within 20.
I can use number bonds up to 20.
- ☐ Represent and use subtraction facts within 20.
I can use subtraction facts up to 20.
- ☐ Add one-digit and two-digit numbers to 20, including zero.
I can add one digit and two digit numbers to 20.
- ☐ Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.
- ☐ Subtract one-digit and two-digit numbers to 20, including zero.
I can subtract one digit and two digit numbers to 20.



Name _____ Class _____

Band 1 - Maths

Multiplication and Division



b

b+

w

w+

S

s+

- ☐ Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
I can answer multiplication questions using objects, pictures and other equipment.
- ☐ Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
I can answer division questions using objects, pictures and other equipment.

Band 1 - Maths

Fractions



b

b+

w

w+

S

s+

- ☐ Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
I can find and name 1/2 (half) of an object, shape or amount.
- ☐ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
I can find and name 1/4 (quarter) as one of four equal parts of an object, shape or amount.

Band 1 - Maths

Measurement



b

b+

w

w+

S

s+

- ☐ Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.
I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter.
- ☐ Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.
I can solve problems for mass and weights by telling which objects are heavier or lighter.
- ☐ Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.
I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.
- ☐ Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.
I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.
- ☐ Measure and begin to record mass/weight.
I can measure weight or mass and write these measurements down.
- ☐ Measure and begin to record capacity and volume.
I can measure capacity or volume and write these measurements down.
- ☐ Measure and begin to record time (hours, minutes, seconds).
I can measure time in hours, seconds or minutes and write these measurements down.
- ☐ Recognise and know the value of different denominations of coins and notes.
I can tell how much different coins or notes are worth.
- ☐ Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.
- ☐ Recognise and use language relating to dates, including days of the week, weeks, months and years.
I can talk about dates using the days of the week, weeks, months and years.
- ☐ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
I can tell what the time is in hours and half past the hour. I can draw these on a clock face.
- ☐ Measure and begin to record length/height.
I can measure and begin to record length/height.



Name _____ Class _____

Band 1 - Maths

Properties of Shape



b

b+

w

w+

s

s+



Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.



Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.
I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.

Band 1 - Maths

Position and Direction



b

b+

w

w+

s

s+



Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position.