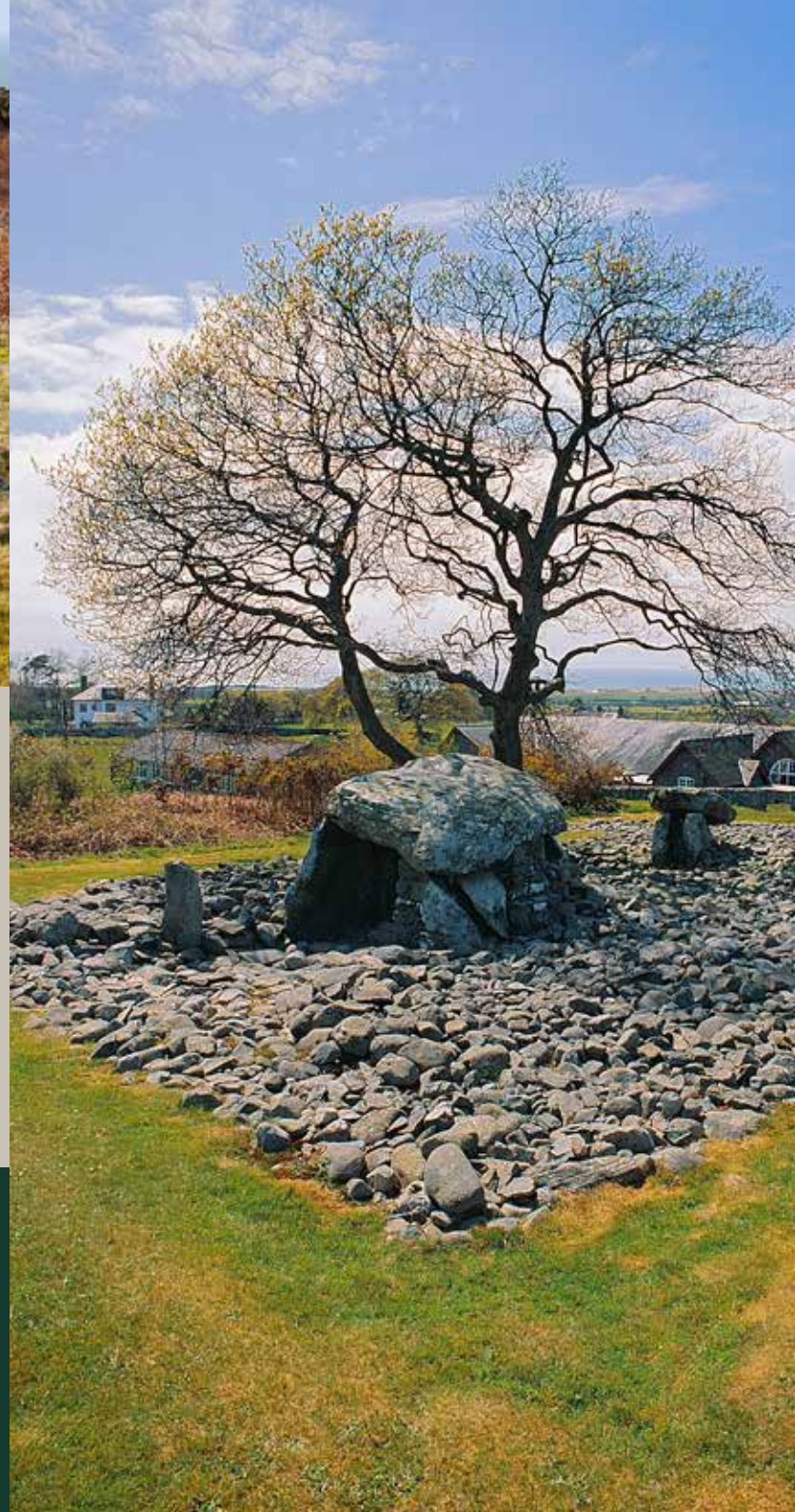




Iron and Fire

National Curriculum: Coverage of Outcomes





Coverage of Outcomes

This document provides a list of all the Achievement Outcomes covered within the Iron and Fire resource to assist with assessing progress throughout your use of the resource.

The Outcomes are grouped into the 6 Areas of Learning Experience, and are coloured to show the 3 Progress Steps. Where an outcome has been covered by a task, there is a tick next to that outcome. Outcomes in bold indicate areas that have been particularly affected by the impact of education through the lockdowns.

The Iron and Fire resource has 4 steps for each of the Progress Steps, and these have been numbered as follows in the table:

1. Using primary sources to begin questioning
2. Using secondary sources to answer questions
3. Drawing conclusions
4. Presenting findings



What Matters

Achievement Outcomes

1. 2. 3. 4.

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.	✓	✓	✓	✓
	I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.	✓	✓	✓	✓
	I am beginning to communicate my observations in simple ways.	✓	✓	✓	✓
	I am beginning to communicate my findings in simple ways.	✓	✓	✓	✓
Events and human experiences are complex and perceived, interpreted and represented in different ways.	I can form and express simple opinions about my likes and dislikes.			✓	✓
	I am beginning to recognise the effects that I have on the natural world.				
Our natural world is diverse and dynamic, influenced by processes and human actions.	I can recognise why places are important to me.				
	I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.	✓	✓	✓	
	I am beginning to identify important events that have happened to me in the past.	✓	✓	✓	✓
Human societies are complex and diverse, and are shaped by human actions and beliefs.	I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.	✓	✓	✓	✓
	I am beginning to understand that my actions and those of others have causes and effects.				✓
	I can show an awareness of who I am and that I am similar and different to others.				✓
	I am beginning to develop my awareness of similarities and differences between people.				✓
	I am beginning to understand that we need to respect others.				✓
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	I can recognise that my actions and those of others have consequences.				✓





What Matters	Achievement Outcomes	1.	2.	3.	4.
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.	✓	✓		
	I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.	✓	✓	✓	✓
	I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.	✓	✓	✓	✓
	I can recognise the difference between facts and beliefs.	✓	✓	✓	✓
	I can present what I have discovered in a variety of ways and draw simple conclusions.	✓	✓	✓	✓
Events and human experiences are complex and perceived, interpreted and represented in different ways.	I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.		✓	✓	✓
	I can recognise and explain that my opinions and the opinions of others have value.	✓	✓	✓	✓
	I can recognise that opinions may change over time.	✓	✓	✓	
	I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.			✓	
Our natural world is diverse and dynamic, influenced by processes and human actions.	I can describe how people and the natural world may impact on each other.	✓	✓	✓	✓
	I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.			✓	✓
	I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.			✓	✓
	I can describe how and where some places and environments are similar, and others are different.				
	I can recognise the distinctive features of places, environments and landforms, and how these may change.			✓	✓

What Matters

Achievement Outcomes

1. 2. 3. 4.

Human societies are complex and diverse, and are shaped by human actions and beliefs.	I can sequence events and I am beginning to understand that the past can be divided into periods of time.	✓	✓	✓	✓
	I can recognise similarities and differences between people's lives, both in the past and present.	✓	✓	✓	✓
	I can identify aspects of life in my community that have changed over time.	✓	✓	✓	✓
	I have explored some causes and effects of events and changes in my community over time.	✓	✓	✓	✓
	I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.	✓	✓	✓	✓
	I have explored and am aware of diversity in communities.			✓	✓
	I am beginning to understand how my community is governed and why there are rules.				
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	I have an awareness of what is right and wrong and that my actions should reflect that.				
	I can understand that not everyone is treated fairly.				
	I am beginning to understand what human rights are and why they are important.				
	I can understand that we need to respect the rights of others.				
	I am beginning to appreciate and care for living things and my own environment.				
	I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future.				
	I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.				
	I can contribute actively and constructively to my community.				
	I can recognise that my actions and those of others impact upon communities and the environment.				





Humanities

What Matters	Achievement Outcomes	1.	2.	3.	4.
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.	✓	✓	✓	
	I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.	✓	✓	✓	
	I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.	✓	✓	✓	
	I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence.	✓	✓	✓	✓
	I can reflect on the strengths and weaknesses of the approaches I have taken to my enquiries.	✓	✓	✓	✓
	I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.	✓	✓	✓	✓
Events and human experiences are complex and perceived, interpreted and represented in different ways.	I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.	✓	✓	✓	✓
	I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.	✓	✓	✓	✓
	I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.			✓	✓
	I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.	✓	✓	✓	✓
Our natural world is diverse and dynamic, influenced by processes and human actions.	I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.			✓	✓
	I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.			✓	✓
	I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.				
	I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.				

What Matters

Achievement Outcomes

1. 2. 3. 4.

Our natural world is diverse and dynamic, influenced by processes and human actions.	I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.				
	I can give simple descriptions of how places, spaces, environments and landforms have changed over time.				
	I can give simple descriptions of the processes that lead to change in the natural world.			✓	✓
Human societies are complex and diverse, and are shaped by human actions and beliefs.	I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.	✓	✓	✓	✓
	I can describe and explain similarities and differences between people's lives both in the past and present.	✓	✓	✓	✓
	I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.	✓	✓	✓	✓
	I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.			✓	✓
	I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.			✓	✓
	I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.	✓	✓	✓	✓
	I have an understanding of how factors in the past and present have shaped my communities.	✓	✓	✓	✓
	I can understand and describe how my community is governed and how people are represented.				
	I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.				
	I can describe some of the relationships, links and connections between a range of societies.				





What Matters

Achievement Outcomes

1. 2. 3. 4.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.				
	I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.				
	I can recognise that there is a difference between wants, needs and rights.				
	I can understand that there are a range of factors that influence people's behaviour, actions and decisions.	✓	✓	✓	✓
	I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.				
	I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.	✓	✓	✓	✓
	I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.				
	I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.				
	I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.				



Humanities



What Matters

Achievement Outcomes

1. 2. 3. 4.

Languages connect us.	I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.		✓	✓	
	I am beginning to understand that there are different languages in my environment.	✓	✓	✓	✓
	I am beginning to talk with my peers in the language of the setting/school.	✓	✓	✓	✓
Understanding languages is key to understanding the world around us.	Welsh/English				
	I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words.				
	I am beginning to discriminate phonemes aurally in different positions.				
	I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.	✓	✓	✓	✓
	I can listen to others with growing attention.		✓	✓	
	I can enjoy sharing books and reading materials and handle them like a reader.		✓		
	I can use units of sound of varying sizes to learn to read.		✓		
	I can segment and blend.	✓	✓	✓	
	I can understand there is a one-to-one relationship between the printed and spoken word.	✓	✓	✓	
	I am beginning to develop my knowledge of grapheme-phoneme correspondence.	✓	✓	✓	
	I am beginning to recognise and read high-frequency words.	✓	✓	✓	
	I can use context and pictures to help me understand what I read.	✓	✓	✓	
	I am beginning to read back my own writing.	✓	✓	✓	✓
	I can understand and use basic concepts in language.	✓	✓	✓	✓
	I have an awareness of how words are separated by spaces.	✓	✓	✓	
	I am beginning to have an awareness of how capital letters and full stops demarcate sentences.	✓	✓		
	I am beginning to ask and answer questions to clarify my understanding.	✓	✓	✓	✓
I can respond to what I hear, read and see.	✓	✓	✓	✓	
I can talk about what I hear, read or see and express simple opinions.	✓	✓	✓	✓	
I can experiment with newly-learned vocabulary.	✓	✓	✓	✓	

What Matters

Achievement Outcomes

1. 2. 3. 4.

Understanding languages is key to understanding the world around us.	Welsh in English-medium settings/schools/streams				
	I can recognise and follow information and simple instructions about familiar topics and routines.	✓	✓	✓	✓
	I can listen to others with growing attention.	✓	✓	✓	✓
	I am beginning to recognise and read high-frequency words that I encounter.	✓	✓	✓	✓
	I can use context and pictures to help me understand words.	✓	✓	✓	✓
	I can experiment with newly-learned vocabulary.	✓	✓	✓	✓
	British Sign Language (BSL)				
	I am beginning to distinguish between phonologically similar signs.				
	I am beginning to recognise some BSL lip patterns and mouthings.				
	I can understand a range of signs across different contexts.				
	I can experiment with vocabulary.				
	I can recognise differences in signs and differences in non-manual features that show affirmation, negation and questions.				
	I can recognise non-manual features in emotion signs.				
Expressing ourselves through languages is key to communication.	I am beginning to recognise fingerspelled words, particularly for familiar names.				
	I can recognise and follow multi-step instructions about familiar topics and routines.				
	I can engage with BSL users with growing attention, making good use of eye contact.				
	I can follow storytelling and descriptions of past events.				
	Welsh/English				
	I can produce many speech sounds accurately.	✓	✓	✓	✓
	I can communicate meaning using extended speech and/or gesture.	✓	✓	✓	✓
	I am beginning to use appropriate language to talk about events in the past and future.	✓	✓	✓	✓
I am beginning to take turns in conversations, following the topic.	✓	✓	✓	✓	
I am beginning to ask and answer questions to clarify my understanding.	✓	✓	✓		
I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.		✓	✓		
I am beginning to form letters correctly using an appropriate grip.		✓	✓		





What Matters

Achievement Outcomes

1. 2. 3. 4.

Expressing ourselves through languages is key to communication.	I am beginning to write using familiar words and phrases.		✓	✓		
	I can write words and phrases by using knowledge of letters and the sounds they represent.		✓	✓		
	I have an awareness of how words are separated by spaces.		✓	✓		
	I am beginning to have an awareness of how capital letters and full stops demarcate sentences.		✓	✓		
	I can share ideas and feelings and express what I like and dislike.		✓	✓	✓	
	I can describe objects and events, building and extending my vocabulary.	✓	✓	✓	✓	
	I am beginning to understand that writing can be for different purposes and audiences.		✓	✓		
	I can contribute to shared writing for different audiences and purposes.					
	I am beginning to communicate using text, image, sound, animation and video.		✓	✓		
	I can use familiar words and phrases and experiment with newly-learned vocabulary.	✓	✓	✓		
	Welsh in English medium settings/schools/streams					
	I can produce many speech sounds accurately.	✓	✓	✓	✓	
	I can choose to talk with my peers in Welsh.	✓	✓	✓	✓	
	I can communicate meaning through speech and gesture.	✓	✓	✓	✓	
	I am beginning to ask and answer questions.	✓	✓	✓	✓	
	I can contribute to shared writing for different audiences and purposes.					
	I am beginning to communicate using text, image, sound, animation and video.					
	I am beginning to express my feelings.	✓	✓	✓	✓	
	I can use familiar words and phrases and experiment with newly-learned vocabulary.	✓	✓	✓	✓	
	British Sign Language (BSL)					
	I am beginning to form signs correctly.					
	I can describe objects and events, building and extending my vocabulary.					
	I am beginning to use the non-manual features of individual signs consistently.					
	I am beginning to use signs to indicate time.					
	I am beginning to use fingerspelled signs, for example for familiar names.					
	I can combine signs to form sentences.					
	I can ask questions, using manual and non-manual features.					

What Matters

Achievement Outcomes

1. 2. 3. 4.

Expressing ourselves through languages is key to communication.	I am beginning to show negation and affirmation using manual and non-manual features.				
	I am beginning to modify spatial verbs to show movement or manner.				
	I can use directional verb agreement.				
	I can use a range of handling classifiers.				
	I am beginning to use size and shape specifiers.				
	I can use classifier repetition or numbers to show plurals.				
	I am beginning to take turns in conversation, following the topic and following appropriate Deaf cultural norms (for example for gaining attention and giving feedback).				
	I am beginning to ask and answer questions.				
	I can share ideas and feelings, and express what I like and dislike.				
	I am beginning to use digital technology to communicate.				
Literature fires imagination and inspires creativity.	Welsh/English				
	I can join in with familiar songs, rhymes, stories and poems.				
	I can retell stories.				✓
	I can respond creatively to the range of literature I hear, read or view.			✓	✓
	I can use familiar words and phrases and experiment with newly-learned vocabulary.			✓	✓
	I can respond to what I hear, read and view and can express simple opinions on it.			✓	✓
	I am beginning to ask and answer questions to clarify my understanding.	✓	✓	✓	✓
	Welsh in English medium settings/schools/streams				
	I have experienced literature.				
	I can join in with familiar songs, rhymes, stories and poems.				
	I am beginning to respond to literature I hear and view.				
	I can use familiar words and phrases and experiment with newly-learned vocabulary.				
	I am beginning to respond to what I hear and view.				
British Sign Language (BSL)					
I can tell short, simple stories in BSL.					
I can respond creatively to a range of BSL literature.					
I can use familiar signs and phrases and experiment with newly learned vocabulary.					





What Matters

Achievement Outcomes

1. 2. 3. 4.

Literature fires imagination and inspires creativity.

I am beginning to represent different characters in my narratives.

I am beginning to modify my signing to enhance my narratives.

I can understand and recognise roles and characters in narratives that use constructed action.

I can respond to BSL literature and can express simple opinions on it.

I am beginning to ask and answer questions to clarify my understanding of BSL literature.

1.	2.	3.	4.



Language, Literacy and Communication



What Matters

Achievement Outcomes

1. 2. 3. 4.

Languages connect us.	I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.		✓	✓	
	I can understand that people use different languages.		✓	✓	✓
	I am beginning to understand that there are similarities and differences between our languages.		✓	✓	✓
	I am beginning to draw on information presented in one language and convey it in my own words in another.				✓
Understanding languages is key to understanding the world around us.	Welsh/English				
	I can listen to, understand and communicate the general meaning of what I hear.	✓	✓	✓	✓
	I can listen to, understand and later recall what I have heard.	✓	✓	✓	✓
	I can understand information about a variety of topics, identifying main points.	✓	✓	✓	✓
	I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.	✓	✓	✓	✓
	I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.	✓	✓	✓	✓
	I can listen to others and understand that they may have a different perspective from my own.	✓	✓	✓	✓
	I can use grapheme-phoneme correspondences when reading.	✓	✓		
	I can use a range of strategies to read with increasing fluency.	✓	✓		
	I can read different texts using a range of strategies to make meaning.	✓	✓		
	I can recognise the features of different types of texts and use appropriate language to talk about them.	✓	✓	✓	✓
	I can find and use information from different materials that I read.	✓	✓	✓	✓
	I can infer meaning from text and images.	✓	✓	✓	✓
	I can read aloud with expression, paying attention to punctuation.				
	I can respond to what I hear, read and see, asking questions and showing my understanding.	✓	✓	✓	✓
I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.	✓	✓	✓	✓	

What Matters

Achievement Outcomes

1. 2. 3. 4.

Understanding languages is key to understanding the world around us.

Welsh in English medium settings/schools/streams				
I can listen to, understand and later recall what I have heard.	✓	✓	✓	✓
I can understand information about a variety of topics.	✓	✓	✓	✓
I can use a variety of cues to predict the general meaning in a variety of spoken contexts.	✓	✓	✓	✓
I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts.	✓	✓	✓	✓
I can listen to others and understand that they may have a different perspective from my own.	✓	✓	✓	✓
I can use grapheme-phoneme correspondences when reading.	✓	✓	✓	✓
I can use a range of strategies to read with increasing fluency.	✓	✓	✓	✓
I can read different texts using a range of strategies to make meaning.	✓	✓	✓	✓
I can find and use information from different materials that I read.	✓	✓	✓	✓
I can infer meaning from text and images.	✓	✓	✓	✓
I can read aloud with expression, paying attention to punctuation.	✓	✓	✓	✓
I can develop my vocabulary and pronunciation through listening and reading, and can use these new words.	✓	✓	✓	✓
British Sign Language (BSL)				
I can recognise similarities in meaning across signs that share features, for example handshape and location.				
I can recognise signs, including those for verbs associated with cognition (for example 'think', 'know', 'understand', 'sense') and signs that express time references and abstract concepts.				
I understand how individual signs can be modified to change meaning.				
I can develop my vocabulary through interaction with other BSL users and with BSL texts, and use these new signs in a variety of contexts.				
I can understand signs, including signs that time relations, abstract concepts and verbs associated with cognition, and signs associated with feelings.				
I can understand how both manual and non-manual features can be used to modify the meanings of individual signs.				





What Matters

Achievement Outcomes

1. 2. 3. 4.

Understanding languages is key to understanding the world around us.	I can understand the use of manual and non-manual features, for example to show prominence.				
	I can understand the use of manual and non-manual modifiers.				
	I can understand the difference between signs and fingerspelling and that fingerspelled letters represent letters in written words.				
	I can recognise fingerspelled words for names and places.				
	I can understand the gist of what is being signed.				
	I can understand information about a variety of topics, identifying main points.				
	I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.				
	I can use context and cues to help me understand BSL in a range of familiar and unfamiliar contexts.				
	I can engage with others and recognise that they may have a different perspective from my own.				
	I can infer meaning.				
	I can follow narratives and descriptions of past events, including some authentic narratives, for longer periods of time.				
	International Languages				
I have heard international languages being used.					
Expressing ourselves through languages is key to communication.	Welsh/English				
	I can speak clearly, varying expression and gestures to communicate my ideas.	✓	✓	✓	✓
	I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.				✓
	I can communicate using an increasingly varied and precise vocabulary.			✓	✓
	I can use single and multi-clause sentences.				✓
	I can vary the types of sentences I use in my spoken language.		✓	✓	✓
	I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.				✓
	I can explain where and why I have made any changes or corrections.			✓	✓
	I can adopt a range of roles and manage my contributions appropriately.	✓	✓	✓	✓
I can change how I communicate, depending on where I am and who I am with.	✓	✓	✓	✓	

What Matters

Achievement Outcomes

Expressing ourselves through languages is key to communication.

	1.	2.	3.	4.
I can use spoken language for different purposes.	✓	✓	✓	✓
I can ask and answer questions and exchange ideas and information.	✓	✓	✓	✓
I can write legibly.				✓
I can spell common irregular words correctly.				
I can use my knowledge of letter sounds and patterns accurately in my spelling.				
I can attempt to spell more difficult words plausibly using a range of strategies.				
I can use familiar punctuation.				
I can explain information and share ideas, opinions and feelings using relevant vocabulary.	✓	✓	✓	✓
I can talk to plan writing and write for different purposes and audiences.	✓	✓	✓	✓
I can organise my writing into a logical sequence.	✓	✓	✓	✓
I can write using an increasingly imaginative, varied and precise vocabulary.	✓	✓	✓	✓
Welsh in English medium settings/schools/streams				
I can speak with expression and gestures to communicate my ideas.	✓	✓	✓	✓
I can communicate using an increasingly varied vocabulary.	✓	✓	✓	✓
I am beginning to use appropriate language to talk about events in the past and future.	✓	✓	✓	✓
I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.	✓	✓	✓	✓
I can adopt a range of roles and manage my contributions appropriately.	✓	✓	✓	✓
I can change how I communicate, depending on where I am and with whom.	✓	✓	✓	✓
I can use spoken language for different purposes.	✓	✓	✓	✓
I can ask and answer questions and exchange ideas and information.	✓	✓	✓	✓
I can spell high-frequency words correctly.	✓	✓	✓	✓
I can use my knowledge of letter sounds and patterns to support my spelling.	✓	✓	✓	✓
I can talk in my language of choice to plan writing for different purposes and audiences.	✓	✓	✓	✓
I can share ideas, and express opinions and feelings using relevant vocabulary.	✓	✓	✓	✓
I can describe events, building and extending my vocabulary.	✓	✓	✓	✓
I can use an increasingly imaginative and varied vocabulary.	✓	✓	✓	✓



What Matters

Achievement Outcomes

1. 2. 3. 4.

Literature fires imagination and inspires creativity.

	1.	2.	3.	4.
Welsh/English				
I can listen to and remember poetry, drama and prose.		✓	✓	
I can retell stories creatively.				✓
I can use my imagination to respond to and adapt literature to create my own work.				✓
I can use my imagination to create my own literature.				✓
I can respond to what I hear, read, and view, asking questions and showing my understanding.	✓	✓	✓	✓
I can recognise the features of different types of literature and use appropriate language to talk about them.	✓	✓	✓	✓
I am beginning to show empathy with characters in literature.	✓	✓	✓	✓
Welsh in English medium settings/schools/streams				
I have experienced a range of literature.				
I can listen to and remember poetry, drama and prose.				
I can retell stories.				
I can use my imagination to respond to and adapt literature.				
I can use my imagination to create my own literature.				
I can respond to what I hear, read and view and express opinions in my language of choice.				
I am beginning to ask and answer questions to clarify my understanding.				
British Sign Language (BSL)				
I can join in with familiar stories and poems and can respond to BSL humour and Deaf humour.				
I can watch and comment on BSL poetry, drama, prose, as well as on visual vernacular.				
I can tell my own BSL stories and creatively retell familiar stories.				
I can use my imagination to respond to and adapt BSL literature to create my own work.				
I can use my imagination to create my own BSL literature.				
I can understand and use BSL for creative purposes such as dramatic effect.				





What Matters

Achievement Outcomes

1. 2. 3. 4.

Literature fires imagination and inspires creativity.	I can consistently represent different characters through use of constructed action.				
	I can respond to BSL literature, asking questions and showing my understanding.				
	I can recognise the features of different types of BSL literature and use appropriate language to talk about them.				
	I am beginning to show empathy with characters in BSL literature.				
	International Languages				
	I have experienced literature from other cultures and in international languages.				



Language, Literacy and Communication



What Matters	Achievement Outcomes	1.	2.	3.	4.
Languages connect us.	I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.			✓	✓
	I can communicate in a growing range of languages.	✓	✓	✓	✓
	I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.				
	I can understand how and why languages have evolved and are continually evolving.				
	I can recognise and respect different accents and dialects.				
	I can receive information in one language and adapt it for various purposes in another language.				✓
Understanding languages is key to understanding the world around us.	Welsh/English				
	I can listen to, understand and later recall in greater detail the general meaning of what I have heard.	✓	✓	✓	✓
	I can listen to and understand information about a variety of topics, summarising the main points.	✓	✓	✓	✓
	I can listen to, identify and use cues to understand the general meaning and implied ideas.	✓	✓	✓	✓
	I can listen empathetically to different people's viewpoints on various subjects.	✓	✓	✓	✓
	I can read texts, choosing strategies which best help me understand them; these strategies may include working across my languages.	✓	✓	✓	✓
	I can compare different things I read.	✓	✓	✓	✓
	I can use inference and deduction to understand texts and can consider the reliability of what I read.	✓	✓	✓	✓
	I can listen and read to gain an understanding of how grammar and punctuation affect meaning.	✓	✓	✓	✓
	I can read empathetically to identify different people's viewpoints on various subjects.	✓	✓	✓	✓
I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.	✓	✓	✓	✓	

What Matters

Achievement Outcomes

1. 2. 3. 4.

Understanding languages is key to understanding the world around us.

	1.	2.	3.	4.
Welsh in English medium settings/schools/streams				
I can understand the general meaning of what I hear and can communicate it in my language of choice.	✓	✓	✓	✓
I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice.	✓	✓	✓	✓
I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.	✓	✓	✓	✓
I can listen and read empathetically, recognising the differing perspectives of others.				
I can read texts, choosing strategies which best help me understand them.				
I can compare different things I read.				
I can use inference and deduction to understand a text.				
I can listen and read, showing awareness of how grammar and punctuation affect meaning.	✓	✓	✓	✓
I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts.	✓	✓	✓	✓
British Sign Language (BSL)				
I can understand when phonology is being used creatively in BSL literature.				
I can understand some regional BSL variants, such as signs for colours and numbers.				
I can engage with other BSL users and with BSL texts to build my vocabulary and to develop my understanding of BSL grammar.				
I can understand an increasing range of general and subject-specific vocabulary.				
I can understand increasingly complex morphological constructions, including non-manual features and modifications to speed and duration of signs that add to or alter meaning.				
I can recognise and understand common patterns in fingerspelling.				
I can understand and later respond to questions about a BSL text.				
I can understand information in BSL about a variety of topics, summarising the main points.				
I can engage empathetically with different people's viewpoints on various subjects.				
I can use inference and deduction to understand BSL texts and to consider their reliability.				





What Matters	Achievement Outcomes	1.	2.	3.	4.
Understanding languages is key to understanding the world around us.	I can follow more complex narratives that incorporate role shift and different referents.				
	International Languages				
	I can recognise high-frequency words and phrases and understand the general meaning in what I hear, read and see.				
	I can listen and read empathetically, recognising the differing opinions of others.				
	I can listen and read to build a bank of words and sentences and use these to improve my own communication.				
	I can listen and read to gain an understanding of how grammar and punctuation affect meaning.				
Expressing ourselves through languages is key to communication.	Welsh/English				
	I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.	✓	✓	✓	✓
	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.	✓	✓	✓	✓
	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.	✓	✓	✓	✓
	I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.	✓	✓	✓	✓
	I can write legibly and fluently.	✓	✓	✓	✓
	I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.	✓	✓	✓	✓
	I can use familiar idiomatic language and appropriate register in my communication.	✓	✓	✓	✓
	Welsh in English medium settings/schools/streams				
	I can use and adapt familiar language, varying vocabulary and tone to suit the audience.	✓	✓	✓	✓
I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.	✓	✓	✓	✓	
I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.	✓	✓	✓	✓	

What Matters

Achievement Outcomes

1. 2. 3. 4.

Expressing ourselves through languages is key to communication.	I can explain in my language of choice where and why I have made any changes or corrections.	✓	✓	✓	✓
	I can respond to others' points of view.	✓	✓	✓	✓
	I can attempt to spell more difficult words plausibly using a range of strategies.	✓	✓	✓	✓
	I can plan and write for different purposes and audiences.	✓	✓	✓	✓
	I can organise my writing into a logical sequence.	✓	✓	✓	✓
	I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.	✓	✓	✓	✓
	I can use familiar idiomatic language and appropriate register in my communication.	✓	✓	✓	✓
	British Sign Language (BSL)				
	I can adapt and manipulate language and make appropriate choices about vocabulary in order to express myself with fluency and clarity.				
	I can use BSL variants from other regions, as appropriate for the audience.				
	I can fingerspell accurately and at a natural pace.				
	I can topicalise through use of manual and non-manual features.				
	I can express aspect through a variety of grammatical devices.				
	I can use body part classifiers.				
	I can select appropriate language for different audiences and purposes.				
	I can reflect on my signing and use a range of strategies to improve my BSL across different registers and contexts.				
	I can explain where and why I have made changes or corrections in a BSL text.				
	I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have understood.				
	I can use a variety of strategies to engage in conversation effectively.				
	I can interact with others, communicating my thoughts, feelings and opinions, showing empathy and respect.				
	I can use familiar idiomatic language and appropriate register in my communication.				
	International Languages				
	I can communicate using familiar phrases and sentences.				
I am beginning to reflect on my language use in order to improve the quality of my communication.					





What Matters	Achievement Outcomes	1.	2.	3.	4.
Expressing ourselves through languages is key to communication.	I am beginning to interact with others, sharing information, feelings and opinions.				
	I can construct my own sentences using the vocabulary and patterns I have learnt.				
Literature fires imagination and inspires creativity.	Welsh/English				
	I can comment on literature and make connections between what I hear, read and view.				
	I can use my knowledge of writing styles and the features of different literary genres to create my own work.				✓
	I can use my imagination and experiment with language to create my own literature.				✓
	I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.				✓
	I can make connections between what I hear, read and view.				✓
	I can show empathy when responding to literature and understand that others may have different views from mine.				✓
	Welsh in English medium settings/schools/streams				
	I can listen to and remember poetry, drama and prose and can adapt them creatively.				
	I can retell stories creatively.	✓	✓	✓	✓
	I can use my imagination to respond to literature.	✓	✓	✓	✓
	I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.	✓	✓	✓	✓
	I can use my imagination and can experiment with language to create my own literature.	✓	✓	✓	✓
I can respond to what I hear, read and view, asking questions to show my understanding.	✓	✓	✓	✓	
I can recognise the features of different types of literature and use appropriate language to talk about them.	✓	✓	✓	✓	
I am beginning to show empathy with characters in literature.					
British Sign Language (BSL)					
I can comment on BSL literature and make connections between different BSL texts.					

What Matters

Achievement Outcomes

1. 2. 3. 4.

Literature fires imagination and inspires creativity.

I can use my knowledge of BSL styles and genres, including comedy, poetry, prose and visual vernacular, to create my own work.

I can retell extended BSL stories, maintaining referents and character.

I can use my imagination and experiment with language to create BSL literature.

I can produce fully developed narratives.

I can understand and use a wide range of BSL for creative purposes.

I can use constructed action creatively and for extended narratives.

I can consider the plot, character, theme and context of BSL literature, supporting my ideas and opinions with evidence from the literature.

I can show empathy when responding to BSL literature and understand that others may have different views from mine.

International Languages

I can join in with familiar songs, rhymes, stories and poems.

I can respond creatively in my language of choice to literature in the international language.

I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language.

I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language.

I can show empathy when responding to literature and understand that others may have different views from my own.





Expressive Arts

What Matters	Achievement Outcomes	1.	2.	3.	4.
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.				✓
	I can ask questions to discover how creative work is made.				✓
	I am beginning to explore ideas, feelings and moods in a variety of creative work.				✓
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	I can listen to and respond to views about my own creative work and that of others.				✓
	I am beginning to compare my own creative work to the creative work of others.				✓
	I am beginning to talk about my moods and emotions and use these to impact upon my creative work.				
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	I can communicate my ideas, feelings and memories in my creative work.				✓
	I can imitate established artistic techniques in the creation of my own work.				✓
	I am beginning to design my own creative work.				✓
	I can share my creative work.				✓
	I am beginning to use creative materials safely with guidance and direction.				✓

What Matters

Achievement Outcomes

1. 2. 3. 4.

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.				✓
	I can explore how and why creative work is made by asking questions and developing my own answers.				
	I can explore and describe how artists and creative work communicate mood, feelings and ideas.				
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	I can give and accept feedback as both artist and audience.				✓
	I can compare my own creative work to creative work by other people and from other places and times.				✓
	I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.				✓
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.				✓
	I am beginning to apply techniques in my creative work with guidance and direction.				
	I can create my own designs and work collaboratively with others to develop creative ideas.				✓
	I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.				✓
	I am beginning to demonstrate resilience and flexibility in approaching creative challenges.				✓
	I can use creative materials safely and with some control under supervision.				✓





Expressive Arts

What Matters	Achievement Outcomes	1.	2.	3.	4.
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.				✓
	I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work.				
	I can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.				
	I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.				
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary.				✓
	I can apply knowledge and understanding of context, and make connections between my own creative work and creative work by other people and from other places and times.				✓
	I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.				✓
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.				✓
	I can draw upon my familiarity with a range of discipline-specific techniques in my creative work.				✓
	I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.				✓
	I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.				✓
	I can identify and respond creatively to challenges with resilience and flexibility.				✓
	I can safely choose and use the correct creative tools and materials with some consideration for others.				✓



Expressive Arts

What Matters	Achievement Outcomes	1.	2.	3.	4.
The number system is used to represent and compare relationships between numbers and quantities.	I have experienced and explored numbers, including cardinal, ordinal and nominal numbers, in number-rich indoor and outdoor environments.				
	I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond.				
	I can use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to'.	✓	✓	✓	✓
	I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.	✓	✓	✓	✓
	I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably. I can count objects that I can touch, and ones that I cannot.				
	I have explored forming a quantity in different ways, using combinations of objects or quantities.				
	I can communicate how sets change when objects are added to and taken away from them.				
	I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups.				
	I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items.				
Algebra uses symbol systems to express the structure of mathematical relationships.	I am beginning to recognise, copy, extend and generalise patterns and sequences around me.				
	I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.				
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	I can understand and apply the language of time in relation to my daily life.				✓
	I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.				✓
	I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.	✓	✓		✓
	I have explored, compared, and used the general language of shapes through investigative play.				

What Matters

Achievement Outcomes

1. 2. 3. 4.

	I have explored movements and directions and I am beginning to use mathematical language to describe position.				✓
Statistics represent data, probability models chance, and that both support informed inferences and decisions.	I can investigate, collect and record data found in my environment.				
	I can group sets into categories and I am beginning to communicate the rule(s) I have used.				
	I am beginning to represent and interpret data, using a range of methods.				





Mathematics and Numeracy

What Matters	Achievement Outcomes	1.	2.	3.	4.
The number system is used to represent and compare relationships between numbers and quantities.	I can read, write and interpret larger numbers, up to at least 1000, using digits and words.		✓	✓	
	I can understand that the value of a number can be determined by the position of the digits.		✓	✓	
	I have engaged in practical tasks to estimate and round numbers to the nearest 10 and 100.				
	I am beginning to estimate and check the accuracy of my answers, using inverse operations when appropriate.				
	I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any whole number and simple unit fractions.				
	I am beginning to understand that unit fractions represent equal parts of a whole and are a way of describing quantities and relationships.				
	I have experienced fractions in practical situations, using a variety of representations.				
	I have explored equivalent fractions and understand equivalent fraction relationships.				
	I have explored additive relationships, using a range of representations. I can add and subtract whole numbers, using a variety of written and mental methods.				
	I can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 3, 4, 5 and 10 and I can use the term 'multiples'.				
	I have explored and can use my understanding of multiplicative relationships to multiply and divide whole numbers, using a range of representations, including sharing, grouping and arrays.				
	I can understand the equivalence and value of coins and notes to make appropriate transactions in role play.				
Algebra uses symbol systems to express the structure of mathematical relationships.	I have explored patterns of numbers and shape. I can recognise, copy and generate sequences of numbers and visual patterns.				
	I can use the equals sign to indicate that both sides of a number sentence have the same value and I can use inequality signs when comparing quantities to indicate 'more than' and 'less than'.				
	I have explored commutativity with addition and multiplication and I can recognise when two different numerical expressions describe the same situation but are written in different ways.				
	I can find missing numbers when number bonds and multiplication facts are not complete.				



What Matters	Achievement Outcomes	1.	2.	3.	4.
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	I am beginning to tell the time using a variety of devices. I have explored and used different ways of showing the passing of time, including calendars, timelines, simple timetables and schedules.		✓	✓	✓
	I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.				
	I can estimate and measure, using non-standard units, before progressing onto standard units.				
	I can use a variety of measuring devices from different starting points.				
	I have explored two-dimensional and three-dimensional shapes and their properties in a range of contexts.				
	I have explored reflective symmetry in a range of contexts and I can discuss it as a property of shapes and images.				
	I can describe and quantify the position of objects in relation to other objects.				
	I have explored the concept of rotation and I am beginning to use simple fractions of a complete rotation to describe turns.				
Statistics represent data, probability models chance, and that both support informed inferences and decisions.	I can collect and organise data to ask and answer questions in relevant situations.				
	I can sort and classify using more than one criterion, including the use of Venn diagrams and Carroll diagrams.				
	I am beginning to record and represent data in a variety of ways, including the use of tally charts, frequency tables and block graphs, when appropriate axes and scales are provided.				
	I am beginning to interpret and analyse simple graphs, charts and data.				
	I can explain my findings and I am beginning to evaluate how well my method worked.				

What Matters	Achievement Outcomes	1.	2.	3.	4.
The number system is used to represent and compare relationships between numbers and quantities.	I can use a range of representations to develop and secure my understanding that the value of a digit is related to its position. I can read, record and interpret numbers, using figures and words up to at least one million.	✓	✓	✓	✓
	I can use a range of representations to extend my understanding of the number system to include negative values, decimals and fractions. I can accurately place integers, decimals and fractional quantities on a number line. I can apply my understanding of number value to round and approximate appropriately.				
	I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages. I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.				
	I can demonstrate my understanding that a fraction can be used as an operator or to represent division. I can understand the inverse relation between the denominator of a fraction and its value.				
	I can verify calculations and statements about number by inverse reasoning and approximation methods.				
	I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals, and I can combine these using distributive, associative and commutative laws where appropriate.				
	I have extended my understanding of multiplicative reasoning to include the concept and application of ratio, proportion and scale.				
	I can fluently recall multiplication facts up to at least 10 x 10 and use these to derive related facts.				
	I have experienced and explored simple multiplicative relationships that allow me to discuss the properties of number, including factors, multiples, prime and square numbers.				
	I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.				
Algebra uses symbol systems to express the structure of mathematical relationships.	I can explore and create patterns of numbers and shapes. I can explain numerical sequences and spatial patterns in words and by generalising them.				
	I can use commutativity, distributivity and associativity to explore equality and inequality of expressions.				

What Matters

Achievement Outcomes

1. 2. 3. 4.

Algebra uses symbol systems to express the structure of mathematical relationships.	I can demonstrate an understanding of the idea of input, application of a rule (including inverse operations) and output, using a function machine or other appropriate methods, and I have applied this idea to solve problems.				
	I can model problems, using expressions and equations involving symbols or words to represent unknown values, adopting the conventions of algebra. I can use inverse operations to find unknown values in simple equations.				
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	I can read analogue and digital clocks accurately and I can make interpretations and perform calculations involving time.				
	I can estimate and measure length, capacity, mass, temperature and time, using appropriate standard units.				
	I can convert between standard units, including applying my understanding of place value to convert between metric units.				
	I can explore and consolidate my understanding of the properties of two-dimensional shapes to include the number of sides and symmetry.				
	I can explore vertices, edges and faces of three-dimensional shapes and I can use these characteristics to describe a three-dimensional shape.				
	I can relate a three-dimensional shape to its two-dimensional nets.				
	I can use efficient methods for finding the perimeter and area of two-dimensional shapes, understanding how basic formulae are derived.				
	I have developed an understanding of the ways in which co-ordinates are used to solve problems involving position, length and shape.				
I can demonstrate my understanding of angle as a measure of rotation and I can recognise, name and describe types of angles.					





Mathematics and Numeracy

What Matters

Statistics represent data, probability models chance, and that both support informed inferences and decisions.

Achievement Outcomes

1. 2. 3. 4.

I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data.				
I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs.			✓	
I can use different scales to extract and interpret information from a range of diagrams, tables and graphs, including pie charts with simple fractions and proportions. I can recognise any trends that are seen.				
I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. I can recognise how anomalies affect the mean.				
I can explore outcomes and chance, using appropriate language, and I am beginning to use numerical values to represent probability.				



Mathematics and Numeracy

Science and Technology

What Matters	Achievement Outcomes	1.	2.	3.	4.
Being curious and searching for answers is essential to understanding and predicting phenomena.	I can show curiosity and question how things work.	✓	✓	✓	✓
	I can explore the environment, make observations and communicate my ideas.	✓	✓	✓	✓
Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	I can design while I make and communicate about what I am making.				✓
	I can safely use simple tools, materials and equipment to construct and deconstruct.				✓
	I can explore the properties of materials and choose different materials for a particular use.				✓
	I can identify, follow and begin to create sequences and patterns in everyday activities.				
The world around us is full of living things which depend on each other for survival.	I can recognise that plants and animals are living things which grow.				
	I can identify, follow and begin to create sequences and patterns in everyday activities.				
Matter and the way it behaves defines our universe and shapes our lives.	I can explore the properties of materials and choose different materials for a particular use.				✓
	I can identify, follow and begin to create sequences and patterns in everyday activities.				
Forces and energy provide a foundation for understanding our universe.	I can identify, follow and begin to create sequences and patterns in everyday activities.				
Computation is the foundation for our digital world.	I can identify, follow and begin to create sequences and patterns in everyday activities.				
	I am beginning to follow a sequence of instructions.				✓
	I can experiment with and identify uses of a range of computing technology in the world around me.	✓	✓	✓	✓



Science and Technology

Science and Technology

What Matters	Achievement Outcomes	1.	2.	3.	4.
Being curious and searching for answers is essential to understanding and predicting phenomena.	I can ask questions and use my experience to suggest simple methods of inquiry.	✓	✓	✓	
	I can recognise patterns from my observations and investigations and can communicate my findings.	✓	✓	✓	✓
	I can use my knowledge and understanding to predict effects as part of my scientific exploration.				
	I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.			✓	✓
	I can explore relationships between living things, their habitats and their life cycles.				
	I can observe and describe ways in which materials change when they are mixed together.			✓	✓
	I can investigate different forms of energy and how it can be transferred.				
	I can explore and communicate the basic properties of light, sound, electricity and magnetism.				
Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others.				
	I can produce designs to communicate my ideas in response to particular contexts.				
	I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements.				
	I can explore how different component parts work together.				
	I can safely use a range of tools, materials and equipment to construct for a variety of reasons.				
	I have experienced using basic prototyping techniques to improve outcomes.				
	I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others.				
I can explore and describe the properties of materials and justify their uses.	✓	✓	✓	✓	
The world around us is full of living things which depend on each other for survival.	I can recognise patterns from my observations and investigations and can communicate my findings.				
	I can use my knowledge and understanding to predict effects as part of my scientific exploration.				
	I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.				
	I can explore relationships between living things, their habitats and their life cycles.				

What Matters	Achievement Outcomes	1.	2.	3.	4.
Matter and the way it behaves defines our universe and shapes our lives.	I can recognise patterns from my observations and investigations and can communicate my findings.				
	I can use my knowledge and understanding to predict effects as part of my scientific exploration.				
	I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements.				
	I can explore and describe the properties of materials and justify their uses.				
	I can observe and describe ways in which materials change when they are mixed together.				
Forces and energy provide a foundation for understanding our universe.	I can recognise patterns from my observations and investigations and can communicate my findings.				
	I can use my knowledge and understanding to predict effects as part of my scientific exploration.				
	I can investigate different forms of energy and how it can be transferred.				
	I can communicate the effect forces have on myself and on objects.				
	I can explore and communicate the basic properties of light, sound, electricity and magnetism.				
Computation is the foundation for our digital world.	I can safely use a range of tools, materials and equipment to construct for a variety of reasons.	✓	✓	✓	✓
	I can use computational thinking techniques, through unplugged or offline activities.				
	I can create simple algorithms and am beginning to explain errors.				
	I can follow algorithms to determine their purpose and predict outcomes.				
	I am beginning to explain the importance of accurate and reliable data to ensure a desired outcome.		✓	✓	✓
	I can follow instructions to build and control a physical device.				

What Matters	Achievement Outcomes	1.	2.	3.	4.
Being curious and searching for answers is essential to understanding and predicting phenomena.	I can identify questions that can be investigated scientifically and suggest suitable methods of inquiry.	✓	✓	✓	
	I can suggest conclusions as a result of carrying out my inquiries.			✓	
	I can evaluate methods to suggest improvements.			✓	
	I can engage with scientific and technological evidence to inform my own opinions.				
	I can understand how my actions and the actions of others impact on the environment and living things.				
	I can describe the impacts of science and technology, past and present, in my everyday life.	✓	✓	✓	✓
Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	I can draw inspiration to design from historical, cultural and other sources.	✓	✓	✓	✓
	I can creatively respond to the needs and wants of the user, based on the context and on the information collected.				
	I can identify and consider factors when developing design proposals.				
	I can use design thinking to test and refine my design decisions without fear of failure.				
	I can apply my knowledge and skills when making design decisions in order to produce specific outcomes.				
	I can consider how my design proposals will solve problems and how this may affect the environment.				
	I can use design communication methods to develop and present ideas, and respond to feedback.				
	I can combine component parts, materials and processes to achieve functionality and improve the effectiveness of my outcomes.				
	I can select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.				
	I can use prototyping as a link between my designing and making.				
I can take into account the impact my making may have on the environment.					
The world around us is full of living things which depend on each other for survival.	I can describe how living things compete for specific resources and depend on each other for survival.				
	I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.				
	I can explain the role of different organs and systems that enable plants and animals to live and grow.				

What Matters	Achievement Outcomes	1.	2.	3.	4.
The world around us is full of living things which depend on each other for survival.	I can describe some changes in growth and development caused by hormones.				
	I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.				
Matter and the way it behaves defines our universe and shapes our lives.	I can recognise that changes in materials affect their properties and uses under different conditions.	✓	✓	✓	✓
	I can recognise that our planet provides natural materials and can explain why they may have been processed to make them useful.	✓	✓	✓	✓
Forces and energy provide a foundation for understanding our universe.	I can explore how the motion of objects can be affected by applying specific forces.				
	I can use a variety of simple models to describe the forces acting on an object.				
	I can explain that energy can be transferred from one place to another and how this can be used to provide the energy we need in our modern lives.				
	I can describe the factors that affect electrical circuits and this will enable me to change variables and predict what will happen.				
	I can explain how the properties of sound and light will affect how they are experienced.				
	By manipulating the properties of sound and light, I can produce a desired effect.				
	I can describe how magnetic fields behave and explore a range of practical uses for them.				
Computation is the foundation for our digital world.	I can use conditional statements to add control and decision-making to algorithms.				
	I can identify repeating patterns and use loops to make my algorithms more concise.				
	I can explain and debug algorithms.				
	I can use sensors and actuators in systems that gather and process data about the systems' environment.				
	I can identify positive and negative design elements that affect user interactions.				✓
	I can explain how digital devices can be interconnected locally and globally.				
	I can explain the importance of securing the technology I use and protecting the integrity of my data.				
	I can explain how my data is used by services, which can help me make more informed decisions when using technology.				
	I can explain how data is stored and processed.				
I can effectively store and manipulate data to produce and give a visual form to useful information.				✓	



Health and Wellbeing

What Matters	Achievement Outcomes	1.	2.	3.	4.
Developing physical health and well-being has lifelong benefits.	I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.				
	I am beginning to make connections between my diet and my physical health and well-being.				
	I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.				
	I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.				
How we process and respond to our experiences affects our mental health and emotional well-being.	I have an awareness of my perceptions and thoughts.				
	I can focus my attention and am aware of being able to do this.				
	I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.				
	I can notice and communicate how I am feeling.				
	I am beginning to have an awareness of how feelings are communicated through actions.				
	I have an awareness of the feelings of others.				
Our decision-making impacts on the quality of our lives and the lives of others.	I am aware of when others are kind to me and when I am kind to others.				
	I can make decisions based on what I like and dislike			✓	✓
	I have developed an awareness that my decisions can affect me and others.			✓	✓
	I can take part in group decisions.		✓	✓	✓
How we engage with different social influences shapes who we are and affects our health and well-being.	I have an understanding that things can be safe or unsafe.				✓
	I can recognise and follow rules and norms in the groups and situations in which I take part.	✓	✓	✓	✓
	I can show care and respect for others.	✓	✓	✓	✓

What Matters

Achievement Outcomes

1. 2. 3. 4.

Healthy relationships are fundamental to our well-being.

I can identify who looks after me and who my family and friends are.

✓ ✓ ✓ ✓

I can communicate my needs and feelings in my relationships.

✓ ✓ ✓ ✓

I can get along with others with and without support.

✓ ✓ ✓ ✓

I am beginning to recognise safe and unsafe behaviour in relationships.

✓ ✓ ✓ ✓

I am beginning to recognise that I have the right to be treated fairly and respectfully.

✓ ✓ ✓ ✓





Health and Wellbeing

What Matters	Achievement Outcomes	1.	2.	3.	4.
Developing physical health and well-being has lifelong benefits.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.				
	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.				
	I can describe the way in which physical and emotional changes are connected in different contexts.				
	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.				
How we process and respond to our experiences affects our mental health and emotional well-being.	I can, with support, focus attention on my perceptions and thoughts.				
	I can understand how and why my thoughts, feelings and actions change in response to different experiences.				
	I can notice and communicate my feelings.				
	I am beginning to notice when I need help to manage my feelings.				
	I can reflect on my experiences.				
	I can pay attention to the feelings of others and I am learning to think about why they may feel that way.				
Our decision-making impacts on the quality of our lives and the lives of others.	I can make decisions based on what I know.	✓	✓	✓	✓
	I can recognise that my decisions can impact on me and others, both now and in the future.	✓	✓	✓	✓
	I can take part in group decisions and I understand why some decisions need to be made as a group.	✓	✓	✓	✓
	I can identify and assess risks.				
How we engage with different social influences shapes who we are and affects our health and well-being.	I can recognise and follow the rules and norms of different groups and situations in which I take part.			✓	✓
	I can change how I interact and behave in different situations with support.			✓	✓
	I can recognise that there are similarities and differences between people's values and attitudes.		✓	✓	✓

What Matters

Achievement Outcomes

	1.	2.	3.	4.
Healthy relationships are fundamental to our well-being.		✓	✓	✓
			✓	✓
				✓
	✓	✓	✓	✓





Health and Wellbeing

What Matters	Achievement Outcomes	1.	2.	3.	4.
Developing physical health and well-being has lifelong benefits.	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.				
	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.				
	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.				
	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.				
How we process and respond to our experiences affects our mental health and emotional well-being.	I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.				
	I can self-regulate my emotions in a healthy way using strategies that I have developed.				
	I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.				
	I can ask for help when I need it from people I trust.				
	I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.				
	I can anticipate how future events may make me and others feel.				
	I can empathise with others.				
Our decision-making impacts on the quality of our lives and the lives of others.	I can understand how and why experiences affect me and others.				
	I can make considered decisions, taking into account available information, including past experiences.	✓	✓	✓	✓
	I can set appropriate goals.				✓
	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.				
	I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.			✓	✓
	I can identify and assess risks, and I can take steps to reduce them.				

What Matters

Achievement Outcomes

		1.	2.	3.	4.
How we engage with different social influences shapes who we are and affects our health and well-being.	I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.	✓	✓	✓	✓
	I can interact pro-socially in different groups and situations.	✓	✓	✓	✓
	I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.			✓	✓
Healthy relationships are fundamental to our well-being.	I can understand that there are differences within types of relationships and that relationships change over time.				
	I can communicate my needs and feelings, and respond to those of others.			✓	✓
	I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.				
	I can reflect on the characteristics of safe relationships and I can seek support when needed.				
	I can respect the rights of others and I understand how these impact on myself and others.			✓	✓



