Foundation Subjects
Summative Assessments

Introduction

The documents below are designed to enable class teachers to record in a summative manner where the children are at when they have completed their unit of work. Once a unit has been completed, the class teacher should hand these records to the subject leader of that subject and also the Curriculum Champion. These are working documents and therefore do not need to be typed! When placing children in the WTS or GDS, please remember that we expect all children to be working within the Expected Level/Standard, therefore you only need to include those who are below or above.

<table>
<tr><td>Science KS1 plants</td><td colspan="2">Sequence of Learning – Scheme of work used</td></tr>
<tr><td>● identify and name a variety of 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
● observe and describe how seeds and bulbs grow into mature plants
● find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</td><td colspan="2">❖
❖
❖
❖
❖</td></tr>
<tr><td>Essential Knowledge: - what do you want the children to learn from this unit of work?</td><td>Assessment strategies: (please tick)</td><td>Key Vocabulary</td></tr>
<tr><td>Key Learning/Threshold

What will be the next stage of learning?</td><td>❖ Quiz
❖ KWL grids
❖ Mind maps
❖ Low – stakes group work
❖ 1 minute reflection writing assignment
❖ Other – please state below
❖</td><td></td></tr>
<tr><td colspan="3">Where children are at</td></tr>
<tr><td>Working Towards Expected Level/Standard (WTS)</td><td colspan="2">Working Above Expected Level/Standard (GDS)</td></tr>
<tr><td>Types of summative assessment activities</td><td colspan="2">Any additional comments including SEND adaptations</td></tr>
<tr><td>❖ Oral presentation
❖ Debate
❖ Exit tickets
❖ Written task
❖ Sparkle unit
❖ PowerPoint Presentation</td><td colspan="2"></td></tr>
<tr><td colspan="3">Which content areas were hardest to learn? Why? Now what?</td></tr>
<tr><td>Class Information Total in class
Year Groups</td><td colspan="2">SEND
Pupil Premium</td></tr>
</table>

History KS1 Learning Objectives	**Sequence of Learning – Scheme of work used**	
• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	❖ ❖ ❖ ❖ ❖	
Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**		
Which content areas were hardest to learn? Why? Now what?		
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**	

Hope Federation
'Enabling our children to flourish through the field of life'

Foundation Subjects
Summative Assessments

Diocese of Norwich Education and Academies Trust

History KS2 Learning Objectives	Sequence of Learning – Scheme of work used	
• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	❖ ❖ ❖ ❖ ❖	
Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**		
Which content areas were hardest to learn? Why? Now what?		
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**	

Foundation Subjects
Summative Assessments

Geography KS1 Learning Objectives	**Sequence of Learning – Scheme of work used**
● Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Locational knowledge ● name and locate the world's seven continents and five oceans ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ● understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ● use basic geographical vocabulary to refer to: ● key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**

Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	

Which content areas were hardest to learn? Why? Now what?

Foundation Subjects
Summative Assessments

Class Information	Total in class	SEND
Year Groups		Pupil Premium

Geography KS2 Learning Objectives	Sequence of Learning – Scheme of work used
● Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. ● This will include the location and characteristics of a range of the world's most significant human and physical features. ● They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locational knowledge ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge ● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ● describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	Assessment strategies: (please tick)	Key Vocabulary
Key Learning/Threshold **What will be the next stage of learning?**	❖ Quiz ❖ KWL grids ❖ Mind maps ❖ Low – stakes group work ❖ 1 minute reflection writing assignment ❖ Other – please state below ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	Working Above Expected Level/Standard (GDS)
Types of summative assessment activities	Any additional comments including SEND adaptations
❖ Oral presentation ❖ Debate ❖ Exit tickets ❖ Written task ❖ Sparkle unit ❖ PowerPoint Presentation	
Which content areas were hardest to learn? Why? Now what?	

Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Art KS1 Learning Objectives	**Sequence of Learning – Scheme of work used**
● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**

Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	

Which content areas were hardest to learn? Why? Now what?

Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Foundation Subjects
Summative Assessments

Art KS2 Learning Objectives	**Sequence of Learning – Scheme of work used**	
• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	❖ ❖ ❖ ❖ ❖	
Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**		
Which content areas were hardest to learn? Why? Now what?		
Class Information **Total in class**	**SEND**	

Foundation Subjects
Summative Assessments

Year Groups	Pupil Premium

Design Technology KS1 Learning Objectives	Sequence of Learning – Scheme of work used
Design ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria Technical knowledge ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and nutrition use the basic principles of a healthy and varied	❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	Assessment strategies: (please tick)	Key Vocabulary
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**
Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	

Hope Federation
'Enabling our children to flourish through the field of life'

Foundation Subjects
Summative Assessments

Diocese of Norwich Education and Academies Trust

Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Design Technology KS2 Learning Objectives	**Sequence of Learning – Scheme of work used**
Design ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world Technical knowledge ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ● understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ● apply their understanding of computing to program, monitor and control their products. Cooking and nutrition ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**

Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	

Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Computing KS1 Learning Objectives	**Sequence of Learning – Scheme of work used**
● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● create and debug simple programs ● use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	❖ ❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	

Where children are at	
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**

Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task**	

❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Computing KS2 Learning Objectives	**Sequence of Learning – Scheme of work used**
● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	❖ ❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	
❖ **Oral presentation** ❖ **Debate**		

❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Music KS1 Learning Objectives	**Sequence of Learning – Scheme of work used**
● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	❖ ❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	

Types of summative assessment activities	**Any additional comments including SEND adaptations**
❖ **Oral presentation** ❖ **Debate**	

❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Music KS2 Learning Objectives	**Sequence of Learning – Scheme of work used**
● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	

❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

MfL KS2 Learning Objectives	**Sequence of Learning – Scheme of work used**
● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ● present ideas and information orally to a range of audiences* ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing ● understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages.	❖ ❖ ❖ ❖ ❖ ❖

Essential Knowledge: - what do you want the children to learn from this unit of work?	**Assessment strategies: (please tick)**	**Key Vocabulary**
Key Learning/Threshold **What will be the next stage of learning?**	❖ **Quiz** ❖ **KWL grids** ❖ **Mind maps** ❖ **Low – stakes group work** ❖ **1 minute reflection writing assignment** ❖ **Other – please state below** ❖	
Where children are at		
Working Towards Expected Level/Standard (WTS)	**Working Above Expected Level/Standard (GDS)**	
Types of summative assessment activities	**Any additional comments including SEND adaptations**	

❖ **Oral presentation** ❖ **Debate** ❖ **Exit tickets** ❖ **Written task** ❖ **Sparkle unit** ❖ **PowerPoint Presentation**	
Which content areas were hardest to learn? Why? Now what?	
Class Information **Total in class** **Year Groups**	**SEND** **Pupil Premium**

Science KS1 taken from the National Curriculum.

Year 1 Plants	Animals, including humans Statutory requirements Pupils should be taught to:
Pupils should be taught to: □ identify and name a variety of 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.	□ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals □ identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements □ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) □ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday materials	**Seasonal changes**
Pupils should be taught to: □ distinguish 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 □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties.	Pupils should be taught to: □ observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies
Year 2 Living things and their habitats	**Plants**
Pupils should be taught to: □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats □ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	upils should be taught to: □ observe and describe how seeds and bulbs grow into mature plants □ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Animals, including humans	**Uses of everyday materials**
Pupils should be taught to: □ notice that animals, including humans, have offspring which grow into adults □ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Pupils should be taught to: □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Lower KS2 Working scientifically	**Plants**
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals, including humans	**Rocks**
Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement	Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter
Light	**Forces and magnets**
Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.	Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing

Year 4 Living things and their habitats	**Animals, including humans**
Pupils should be taught to: □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes pose dangers to living things.	Pupils should be taught to: □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers, predators and prey
States of matter	**Sound**
Pupils should be taught to: □ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Pupils should be taught to: □ identify how sounds are made, associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a sound and features of the object that produced it □ find patterns between the volume of a sound and the strength of the vibrations that produced it □ recognise that sounds get fainter as the distance from the sound source increases.
Electricity	
Pupils should be taught to: □ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers □ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery □ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit □ recognise some common conductors and insulators, and associate metals with being good conductors	

Upper KS2 **Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:**	**Living things and their habitats**
□ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary □ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate □ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs □ using test results to make predictions to set up further comparative and fair tests □ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations □ identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupils should be taught to: ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● describe the life process of reproduction in some plants and animals.
Animals, including humans	**Properties and changes of materials**
Pupils should be taught to: □ describe the changes as humans develop to old age.	Pupils should be taught to: □ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets □ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution □ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating □ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □ demonstrate that dissolving, mixing and changes of state are reversible changes □ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Earth and space	**Forces**
Pupils should be taught to:	Pupils should be taught to:

□ describe the movement of the Earth, and other planets, relative to the Sun in the solar system □ describe the movement of the Moon relative to the Earth □ describe the Sun, Earth and Moon as approximately spherical bodies □ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	□ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object □ identify the effects of air resistance, water resistance and friction, that act between moving surfaces □ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Year 6 Living things and their habitats	**Animals including humans**
Pupils should be taught to: □ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals □ give reasons for classifying plants and animals based on specific characteristics.	Pupils should be taught to: □ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood □ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □ describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance	**Light**
Pupils should be taught to: □ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago □ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Pupils should be taught to: □ recognise that light appears to travel in straight lines □ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye □ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes □ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Electricity	
Pupils should be taught to: □ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit □ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches □ use recognised symbols when representing a simple circuit in a diagram.	

Subject Leader Analysis Form

Subject:	Brisley			Rudham			Weasenham		
	All	SEND	PP	All	SEND	PP	All	SEND	PP
Percentage of children in total working below ARE									
Percentage of children in total working at ARE									
Percentage of children in total working above ARE									
What does this tell me?									

Future Actions to consider:	
Information to pass onto Action plan	