

With a change in the guidance around assessment for pupils with special needs, it was decided that the school system of assessment needed an overhaul, both in how evidence was recorded and what we recorded. After research and trials, it was decided that school would create their own system, using a range of ideas and concepts, together with guidance, the early years development matters and the national curriculum. The digital system 'Evidence for Learning' is being used to record this.

Pupils with the most profound and complex needs are now assessed on the Engagement model. The government understands that these pupils need to focus on the priority needs of their EHCP and so all their learning and assessment comes under the sections 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health', 'Independence and Life Skills' and 'Physical and Sensory'. The framework produced is also not completely linear, as pupils working at this developmental stage often have spikey profiles due to sensory needs or physical disabilities. The framework allows for a broad and balanced curriculum whilst focusing on the needs of the learners in question. Below are examples from our Non-subject Specific Framework. Pupils can work at a range of levels on each skill, emerging, developing, secure and mastered.

- ☐ experience sensory stimuli and give reflex response, touch:
- ☐ experience sensory stimuli and give reflex response, smell:
- ☐ experience sensory stimuli and give reflex response, taste:
- ☐ experience sensory stimuli and give reflex response, sight:
- ☐ experience sensory stimuli and give reflex response, sound:
- ☐ experience a digital device:
- ☐ experiences a switch activated piece of equipment
- ☐ encounter and experience a range of digital media to express self:
- ☐ encounter and experience digital communication devices:
- ☐ experience choices through digital media:
- ☐ experience digital methods used to showcase work/class activities:
- ☐ experience moving body parts within a space:
- ☐ experience moving in a range of spaces and environments:
- ☐ experience a range of both natural and manufactured 2D and 3D shapes of varying sizes, colours and textures:

Cognition and Learning

- ☐ respond to rhymes and songs (inconsistently):
- ☐ Experience music from a range of countries and cultures
- ☐ Experience music from a range of cultures and demonstrate inconsistent responses to the same piece played multiple times
- ☐ Attempt to explore percussion instruments with some adult support.
- ☐ Make a selection from a choice of 2 instruments and then explore briefly.
- ☐ respond to/search for objects that are out of sight:
- ☐ Experience and explore a sensory story.
- ☐ show interest in a switch activated piece of equipment
- ☐ respond with some interest to two similar objects that are clearly different in weight only:
- ☐ respond with some interest to two similar objects that are clearly different in length only:
- ☐ respond with some intermittent interest to a range of materials and sizes and shapes of containers
- ☐ respond with interest to covering a surface with a range of paints/crayons and sizes and shapes of paper:
- ☐ respond to daily routines:
- ☐ respond to the terms 'now'/'later' and 'first'/'then':

Communication

- ☐ Will follow a point/gesture to an object/event/person nearby (near point):
- ☐ Will follow a point/gesture to an object/event or person in the distance eg aeroplane:
- ☐ Will give attention to a person or an object but can't integrate these without prompts (triangle of communication needs to be prompted):
- ☐ Will vocalise simultaneously with adult:
- ☐ Will use many actions simultaneously with adult eg lifting arm up, shaking toy:
- ☐ Will show differential responses to range of adult intonation and voice quality eg respond with appropriate facial expression to angry voice, verbal praise, comforting voice:
- ☐ Will show differential responses to range of facial expression eg smiles, angry expressions, surprise (not just smile when you smile):
- ☐ Will show differential responses to adult actions eg arms held out for a hug, hand held out to hold child's hand:
- ☐ Will imitate behaviours already in physical repertoire:
- ☐ Will imitate mouth movements he can already do eg stick tongue out, kiss:
- ☐ Will imitate sounds eg clicks, babble which he can already do spontaneously:
- ☐ Will listen to sounds:
- ☐ Will look for a fallen object:
- ☐ Will spontaneously visually fixate on an object or person which is near (not just in the midline):

- ☐ Imitates words e.g. people's names, nouns, etc (do not have to be clear but must be recognisable):
- ☐ Understands simple instructions or phrases containing one key word at the end, especially if gestures are used:
- ☐ Understands names of familiar people and objects without cues such as gestures to support. e.g. responds by picking up, giving or pointing:
- ☐ Responds appropriately to simple yes-or-no choice questions eg Do you want a drink? Object is present:
- ☐ Says "yes " "no" or names item "juice" ie it is common to use the name to confirm rather than to say yes:
- ☐ Names objects or people that they can see. Labelling (not imitation):
- ☐ Uses the names of people to attract their attention or to greet them:
- ☐ Requests objects they can see by naming the object :
- ☐ Rejects by saying No:
- ☐ Protests by saying No, stop or mine or another meaningful word:
- ☐ Requests objects out of sight by naming the object:
- ☐ Requests help by saying "help" or by passing the object and naming it eg brings you his shoe and says "shoe" as if he needs help:
- ☐ Has social or pivot words. Look! More Go/Gone Up/ down finish:
- ☐ Meaningful greetings e.g. Hi/hello/bye:
- ☐ Understands common verbs:
- ☐ Uses verbs eg jump,wash:
- ☐ Pronunciation is becoming clearer Give examples:

- ☐ Gains an adult's attention:
- ☐ Takes more turns in interactions and for a longer time:
- ☐ Sometimes copies your actions:
- ☐ Sometimes copies your sounds or words (echoes):
- ☐ Begins to protest or refuse using the same action, sound or word:
- ☐ Understands simple, familiar sentences:
- ☐ Understands the names of familiar objects and people even without visual cues:
- ☐ Communicates 'hi' and 'bye':
- ☐ Answers 'yes/no' questions with a consistent response:
- ☐ Responds reliably to a choice of 2 preferred items:
- ☐ Answers 'what's that?' questions with a word or a symbol:
- ☐ Comments on something interesting e.g. that s/he can see or hear, with words or symbols:
- ☐ Plays symbolically with toys:
- ☐ Shares objects with an adult:
- ☐ Prefers to spend time with an adult rather than just interacting with the environment or in isolation:
- ☐ Is able to copy adult models to extend play:



SEMH + Independence and Life Skills

- ☐ Takes food from a fork, prongs down, independent.
- ☐ Uses a two handled cup to drink (with a lid)
- ☐ Uses a two handled slanted cup to drink e.g. doidy
- ☐ Uses a single handled cup to drink
- ☐ Uses a beaker (with no handles) to drink
- ☐ Show awareness of being dressed and undressed (e.g. by eye or limb movement)
- ☐ Is helpful when being undressed and dressed (e.g. relax limbs)
- ☐ Offer limbs (eg: when putting on a coat/ trousers/ shoes)
- ☐ Finish taking off clothes once the process has been started by an adult (eg: wriggle out of shoes once they have been loosened/ pull sock off toes after they have been pulled down)
- ☐ Take off their clothes (probably starting with shoes and coats and progressing to other items of clothing)
- ☐ Pull up pants/ trousers (eg: after using the toilet)
- ☐ Puts on their clothes when handed the correct item (probably starting with shoes and coats)
- ☐ Puts clothes on the right part of the body in the correct orientation
- ☐ Puts their clothes on a peg/ on a chair or in a locker
- ☐ Puts clothes on in a sensible order (eg: socks before shoes)
- ☐ Chooses the correct clothes for an activity (e.g.: coat to go outside, swimsuit for swimming)
- ☐ Puts PE/ swimming kit into a bag
- ☐ Put socks together/ put shoes together

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- ☐ Reacts to the arrival of a favourite person intermittently
- ☐ Maintains attention on certain voices for five seconds when alert and ready
- ☐ Reacts to the emotions in others' voices occasionally (responses may vary), e.g. smile, quieten, giggle, cry, etc.
- ☐ Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage
- ☐ Reacts to social interaction with an intermittent heightened expressive response when a familiar person copies one of their actions
- ☐ Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person
- ☐ Reacts to noises from others occasionally
- ☐ Shows pleasure in the presence of others
- ☐ Shows some awareness of other people
- ☐ Shows enjoyment when familiar adults copy their vocalisations
- ☐ Watches faces intermittently during interactions when a familiar person talks to them
- ☐ Demonstrates recognition of familiar person by cessation of crying/agitation
- ☐ Demonstrates a positive reaction to attention received
- ☐ Dislikes an event consistently when involved in familiar routines
- ☐ Dislikes an object consistently when involved in familiar routines

- ☐ Hold toy telephone to ear and pretend to talk
- ☐ Push along a toy shopping trolley or pram
- ☐ Push a toy car/train/lorry along
- ☐ Feed doll or teddy with a spoon
- ☐ Give doll/teddy a wash or a bath
- ☐ Kiss or hug doll/teddy
- ☐ Dress or undress doll/teddy
- ☐ Brush doll/teddy's hair
- ☐ Pretend to make a hot drink
- ☐ Pretend to cook
- ☐ Pretend to serve up a meal
- ☐ Pretend to read a book
- ☐ Pretend to lock a door with a key
- ☐ Pretend to drive a car
- ☐ Pretend to vacuum, sweep or dust
- ☐ Pretend to wash dishes

Physical and Sensory

- ☐ Shows awareness of a range of pace of movement (eg: slow, quick, jerky, smooth)
- ☐ Shows awareness of their limbs to be moved passively (eg: stretching in exercises or as part of action songs)
- ☐ Moves their hands and arms with hand-under-hand support/ hand-over-hand support and/ or co-actively
- ☐ Shows awareness of body awareness songs and games (eg: Heads, Shoulders Knees and Toes or Round and round the Garden)
- ☐ Actively moves as part of body awareness activities
- ☐ Brings their hands into midline (this might be easier initially when children are lying on their sides where gravity can help to bring the top hand down to meet the lower hand)
- ☐ Experiences having objects of various kinds placed in their hands
- ☐ Touches objects of various kinds with their hands
- ☐ Touches objects in midline/ on left/ on right
- ☐ Touches objects with one hand/ with two hands
- ☐ Bends and straightens their arms
- ☐ Reaches for objects just out of reach with one or both hands
 - ☐ midline
 - ☐ right
 - ☐ left



- ☐ Maintains head control
- ☐ Moves their heads in all directions
- ☐ Sits in a fully supported position
- ☐ Sits in a chair with sides
- ☐ Sits on a classroom chair (no sides)
- ☐ Sits on a range of different kinds of chairs
- ☐ Sits on a stool, edge of the bed, PE form (no back or sides)
- ☐ Moves their limbs in a sitting position
- ☐ Move their trunks in a sitting position
- ☐ Pivot round sideways in a sitting position
- ☐ Push or pull themselves to sitting from lying
- ☐ Stand fully supported
- ☐ Stand with hands held or holding on
- ☐ Stand unsupported
- ☐ Moves their limbs whilst standing
- ☐ Pivot whilst standing (with less and less support)
- ☐ Pull themselves to standing
- ☐ Stand up from a chair or stool
- ☐ Stand up from the floor

- ☐ Moves over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles) with full adult support
- ☐ Moves over a range of different outdoor surfaces (eg: woodland trail, shopping precinct, grass, shingle, cobbles) independently
- ☐ Shows increased tolerance of specified touch
- ☐ Shows increased tolerance of specified sounds/ noise
- ☐ Shows increased tolerance of specified visual input
- ☐ Shows increased tolerance of specified smells
- ☐ Shows increased tolerance of specified tastes
- ☐ Shows increased tolerance of movement
- ☐ Calms when environmental adaptation is made
- ☐ Shows increased focus when environmental adaptation is made
- ☐ Calms / alerts /regulates behaviour in response to tactile item or toy
- ☐ Calms / alerts /regulates behaviour in response to auditory (sound) input
- ☐ Calms / alerts /regulates behaviour in response to olfactory input (smell)
- ☐ Calms / alerts / regulates behaviour in response to visual input
- ☐ Calms / alerts /regulates behaviour in response to gustatory (taste) input
- ☐ Calms / alerts / regulates behaviour in response to vestibular (movement and balance) input
- ☐ Calms / alerts /regulates behaviour in response to proprioceptive (positioning) input

For pupils working above the Non-Subject Specific framework, there are now 'Lanes' of learning for Maths, English and our Values areas– Creativity, Community, Challenge and Individuality. These values areas encompass all subjects of the national curriculum and the lanes provide a sequential building of skills and knowledge right up to the level of someone working at the age related expectations for a year 6 pupil. Pupils can work in a range of lanes, depending on needs, abilities, difficulties and interests. The Park Lane curriculum allows for a broad and balanced learning and experiences which can then be assessed using these Lanes. Again, students can be working at different levels for each statement, emerging, developing, secured and mastered.

Below are examples from each of the areas.

English

- ☐ I can listen to others one to one or in small groups, when conversation interests them.
- ☐ I can listen to stories with increasing attention and recall.
- ☐ I can join in with repeated refrains
- ☐ I anticipate key events and phrases in rhymes and stories.
- ☐ I am able to follow directions (if not intently focused on own choice of activity)
- ☐ I can switch my attention in tasks and continue to listen, without an adult prompting me
- ☐ I understand the use of familiar objects (e.g. "What do we use to cut things?")
- ☐ I show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- ☐ I can respond to simple instructions, e.g. to get or put away an object.
- ☐ I am beginning to understand 'why' and 'how' questions.
- ☐ I can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- ☐ I can use speech to connect my ideas
- ☐ I can use speech to explain what is happening and anticipate what might happen next
- ☐ I am beginning to use more complex sentences to link thoughts (e.g. using and, because).
- ☐ I can question why things happen and gives explanations. Asks e.g. who, what, when, how.
- ☐ I can use a range of tenses (e.g. play, playing, will play, played).
- ☐ I can use intonation, rhythm and phrasing to make the meaning clear to others.
- ☐ I use vocabulary focused on objects and people that are of particular importance to me.

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- ☐ I am starting to be able to draft and write in narratives, creating settings, characters and plot
- ☐ I am starting to be able to draft and write non-narrative material, using simple organisational devices e.g headings and sub-headings
- ☐ I am starting to be able to evaluate and edit my own writing, assessing its effectiveness and suggesting improvements
- ☐ I am starting to be able to evaluate and other's writing, assessing its effectiveness and suggesting improvements
- ☐ I am starting to be able to propose changes in grammar and vocabulary in my writing to improve its consistency
- ☐ I am starting to be able to proofread for spelling and punctuation errors
- ☐ I am starting to read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

- ☐ I can form nouns using a range of prefixes e.g super, anti, auto etc
- ☐ I can use the correct form 'a' or 'an' according to whether the next word begins with a vowel or consonant e.g 'a rock' or 'an apple'
- ☐ I have an understanding of 'word families' and words are related in form and meaning e.g solve, solver, dissolve and insoluble.
- ☐ I can use conjunctions which express time, place and cause e.g when, before, after, while, so and because
- ☐ I can use adverbs which express time, place and cause e.g then, next, soon, therefore
- ☐ I can use prepositions which express time, place and cause e.g before, after, during, in, because of
- ☐ I can use headings and subheadings to aid the presentation of my writing
- ☐ I can use the present perfect form of verbs instead of simple past e.g 'He has gone out to play' rather than 'He went out to play'

Maths

- ☐ I show an interest in numerals in the environment.
- ☐ I use some number names accurately in play.
- ☐ I am interested in making marks and calling them numbers.
- ☐ I use my fingers, pictures or marks to show you how many things there are.
- ☐ Sometimes I can match a numeral to the right number of things, like "3" to three balls.
- ☐ I talk about the numbers I see when we are outdoors.
- ☐ I compare two groups of objects, saying when I have the same number
- ☐ I am interested in numbers and I talk about them and ask you questions
- ☐ I show an interest in number problems.

- ☐ To continue to count in ones, tens and hundreds, so that pupils become fluent in the order and place value of numbers to 1000.
- ☐ To count from 0 in multiples of 4, 8, 50 and 100
- ☐ To read and write numbers up to 1000 in numerals and in words.
- ☐ To compare and order numbers up to 1000.

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- ☐ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- ☐ Selects a particular named shape.
- ☐ Can describe their relative position such as 'behind' or 'next to'.
- ☐ Orders two or three items by length or height.
- ☐ Orders two items by weight or capacity.
- ☐ Uses familiar objects and common shapes to create and recreate patterns and build models.
- ☐ Uses everyday language related to time.
- ☐ Beginning to use everyday language related to money.
- ☐ Orders and sequences familiar events.
- ☐ Measures short periods of time in simple ways.

- ☐ To draw and label a pair of axes in all four quadrants with equal scaling. To describe positions on the full coordinate grid (all four quadrants).
- ☐ To draw and label simple shapes — rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes.
- ☐ To translate simple shapes where coordinates may be expressed algebraically on the coordinate plane and reflect them in the axes.
- ☐ To connect conversion from kilometres to miles in measurement to its graphical representation.
- ☐ To connect work on angles, fractions and percentages to the interpretation of pie charts.
- ☐ To interpret and construct pie charts and line graphs (relating to two variables) and use these to solve problems.
- ☐ To know when it is appropriate to find the mean of a data set.
- ☐ To calculate and interpret the mean as an average.
- ☐ To recognise proportionality in contexts when the relations between quantities are in the same ratio, e.g. recipes.
- ☐ To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- ☐ To solve problems involving the calculation of percentages and the use of percentages for comparison including linking percentages or 360° to calculating angles of pie chart.
- ☐ To solve problems involving similar shapes where the scale factor is known or can be found.
- ☐ To solve problems involving unequal quantities, sharing and grouping using knowledge of fractions and multiples.

Challenge

- ☐ Activates a switch to operate a device, e.g. a fan, a monitor, etc
- ☐ Presses a control device using their fingers, with support
- ☐ Demonstrates an awareness that specific actions cause an expected result
- ☐ Presses a switch at a specific point with prompts in order to achieve a desired result
- ☐ Shows signs of attempting to make one-to-one correspondence between activity
- ☐ Touches a specific image on a screen
- ☐ Draw or moves shapes using an art application with some support
- ☐ Moves objects on screen
- ☐ Select specified item on a grid up to 5x5 on any device
- ☐ Tracks movement across a screen reacting at appropriate points
- ☐ Demonstrates interest in movements onscreen and wants to join in computing activity
- ☐ Shows an awareness of the purpose of IT equipment
- ☐ Takes turns in IT games with help from a member of staff
- ☐ Waits until asked to start an action
- ☐ Works alongside peer on IT activity without support from staff

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- ☐ Engage in an iterative process of designing and making.
- ☐ Pupils should work in a range of relevant contexts for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.
- ☐ 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 items by selecting from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.

- ☐ Changes input to achieve a different result
- ☐ Corrects errors as they program devices on screen
- ☐ Creates a simple algorithm loop
- ☐ Draws a diagram to show a solution
- ☐ Explains how an algorithm works
- ☐ Give instructions involving repetition
- ☐ Identifies bugs in a program
- ☐ Makes things happen using sensors
- ☐ Recognises that they need to test and check sequences to identify errors
- ☐ Refers to their design when programming
- ☐ Carries out simple database searches
- ☐ Collects and records data in a database
- ☐ Downloads information to a designated folder with some assistance
- ☐ Experiments with effects available from multimedia packages
- ☐ Identifies data that is inaccurate
- ☐ Lists equipment that is attached to their computer network eg printer
- ☐ Recalls and uses keyboard shortcuts such as Ctrl A to select all the text on a page
- ☐ Recognises different types of data e.g. text, numbers, instructions
- ☐ Suggests more than one way to collect and organise data
- ☐ Suggest what can be done to improve digital presentations such as PowerPoints
- ☐ Distinguishes between fact and opinion
- ☐ Evaluates the purpose of a website
- ☐ Evaluates the quality of a website
- ☐ Explains how some websites and apps encourage people to spend money
- ☐ Explains what cyberbullying is and why it is unacceptable
- ☐ Explains how they know that their personal information is not private on social media
- ☐ Identifies risks when using the internet

Community

- ☐ Demonstrate curiosity in the outside world
- ☐ Identify a simple change in environment e.g. leaves changing colour
- ☐ Demonstrate willingness to explore something new outdoors.
- ☐ Point to more distant and interesting objects outdoors.
- ☐ Sort objects using own criteria
- ☐ Explore new environment away from adults.
- ☐ Point out something I find when exploring a habitat-e.g. bug found in the soil.
- ☐ Communicate what they hear in the environment.
- ☐ Communicate what they see in the environment
- ☐ Notice and respond to plants in the environment
- ☐ Find an object by location e.g. member of staff in the office, nurse in her room.
- ☐ Name different types of weather.
- ☐ Choose a picture to go on a weather diary
- ☐ Describe temperature in term of hot or cold.
- ☐ Identify how to get to toilet from class.
- ☐ Name a place I know e.g. home, school, swimming pool.
- ☐ Suggest 1 thing I may see outside.

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- ☐ Make a simple timeline e.g. timeline of day in school.
- ☐ Use vocabulary that shows sense of chronology.
- ☐ Offer a reason why something happens.
- ☐ Find information from different sources.
- ☐ Ask simple questions about element of history .
- ☐ Make a sequence of pictures/photos of a recent past event.
- ☐ Sequence events in order using language e.g. before, after, later.
- ☐ Recognise differences in old and new objects.
- ☐ Sequence pictures of related objects e.g. baby walker, bicycle
- ☐ Listen and retell key part of a historical story.

- ☐ I can describe the key beliefs and teachings of the religions studied, making some comparisons between religions.
- ☐ I can identify some world religions and am learning more about these
- ☐ I have learnt about the main festivals of some world religions and can refer to some key religious figures and holy books
- ☐ I can identify religious artefacts and how they are involved in daily practices and rituals
- ☐ I can describe religious buildings and how they are used
- ☐ I can describe some religious ceremonies and rituals and their importance for people's lives and sense of belonging.
- ☐ I can explore a range of beliefs, symbols and actions to express meaning. Identifying religious symbolism in different forms of art and communication
- ☐ I can explain the meaning of religious stories, I can express my beliefs and have respect for others' beliefs and compare beliefs
- ☐ I can understand that there are similarities and differences between people and respect those differences.
- ☐ I can ask questions and accept there is no agreed answer
- ☐ I can respond sensitively to different views.
- ☐ I can make informed choices and understand the consequences
- ☐ I can describe shared values in a community and how it can affect behavior and outcomes
- ☐ I have my own opinions and morals and can discuss them

Creativity

- ☐ I can name a range of instruments using my preferred method of communication e.g. words, signs, symbols.
- ☐ I can listen to a piece of music and offer a simple thought about it e.g. I like/don't like this (may use symbols, signs or words)
- ☐ I can intentionally make sounds with simple instruments without support e.g. banging, tapping, shaking.
- ☐ I can begin to show awareness when music starts and respond by playing or moving
- ☐ I can respond to a conductor, starting and stopping on their cue without adult support.
- ☐ I can take turns in songs with prompting or support from an adult.
- ☐ I can repeat, copy and imitate actions, sounds or words in songs and musical performances. E.g. tapping a tambourine quietly
- ☐ I can select a specific instrument on request.
- ☐ I can change the volume of my music making on request.
- ☐ I can change the speed of my music making on request.
- ☐ I can select the right instrument from a choice of three that I have heard but not seen.
- ☐ I can take part in a simple musical performance in front of others
- ☐ I can join in with a simple known song or part of a longer song e.g. chorus using my preferred method communication e.g. words, signs, symbols.
- ☐ I can join in with a repeated section of a song and attempt to join in other parts using my preferred method of communication e.g. words, signs, symbols.

- ☐ I can explore ideas and collect information on a topic.
- ☐ I can draw lines of varying thickness use different less familiar materials to draw, e.g. Pastels, chalk,
- ☐ I can show some detail in my drawing I can name the secondary colours experiment with different brushes and other painting tools
- ☐ I can Identify the value of a colour by finding lighter or darker
- ☐ I can explore colour tones through pant.
- ☐ I can use a variety of materials and techniques, e.g. rolling, cutting, pinching
- ☐ I can identify some techniques for using a range of common art tools and materials
- ☐ I can sort and arrange materials with purpose
- ☐ I can cut accurately using scissors
- ☐ I can use different methods to join materials
- ☐ I can use a dyeing technique to alter a textile's colour and pattern
- ☐ I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
- ☐ I can express an opinion on the work of famous, notable artists
- ☐ I can recognise that artists create a range of works, e.g. portraits, still life and landscapes

- ☐ I can recognise, name and explain the effect of the interrelated dimensions of music.
- ☐ I can identify scaled dynamics e.g. crescendo and diminuendo within a piece of music.
- ☐ I can use musical vocabulary to discuss the purpose of a piece of music.
- ☐ I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own or someone else's work.
- ☐ I can compose a coherent piece of music in a given style with voices, bodies and instruments.
- ☐ I can begin to improvise musically within a given style e.g. blues.
- ☐ I can develop melodies using rhythmic variation, transposition, inversion and looping.
- ☐ I can create a piece of music with at least 4 layers and a clear structure.
- ☐ I can use letter names, graphic and rhythmic notation alongside key musical vocabulary to record a composition.
- ☐ I can suggest improvements to the work of others, using musical vocabulary.
- ☐ I can sing longer songs in a variety of musical styles, with accuracy, control and fluency and a developing sense of expression, including subtle dynamic changes.
- ☐ I can sing and play in time with my peers with accuracy and awareness of my part in the group performance.
- ☐ I can play the melody on tuned instruments with accuracy and control and developing instrumental technique.
- ☐ I can play syncopated rhythms with accuracy, control and fluency.
- ☐ I can play simple chord sequences e.g. 12 bar blues.
- ☐ I can perform from basic staff notation, incorporating rhythm and pitch, and identifying these symbols using musical terminology.

Individuality

<input type="checkbox"/> Responds to distraction when frustrated	
<input type="checkbox"/> Seeks comfort when needed	
<input type="checkbox"/> Accepts the word "no" in some situations	
<input type="checkbox"/> Begins to modify frustrated behaviour	
<input type="checkbox"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols	
<input type="checkbox"/> Communicates 'Sorry' when reminded using words, signs, or symbols	
<input type="checkbox"/> Is aware of the feelings of others	
<input type="checkbox"/> Comprehends the meaning of the terms 'Accidental' and 'Deliberate'	
<input type="checkbox"/> Demonstrates awareness when something they have done is wrong	
<input type="checkbox"/> Removes themselves from unpleasant situations	
<input type="checkbox"/> Co-operates with adult requests most of the time	
<input type="checkbox"/> Shows displeasure with activity	
<input type="checkbox"/> Recognises approval and disapproval	
<input type="checkbox"/> Responds positively to praise	<input type="checkbox"/> Pupils move with some control and coordination, [for example, they travel under and over climbing equipment].
<input type="checkbox"/> Responds to criticism	<input type="checkbox"/> They follow and imitate sequences and patterns in their movements.
<input type="checkbox"/> Inhibits own actions	<input type="checkbox"/> They use small and large apparatus safely. They are aware of space, themselves and others.
<input type="checkbox"/> Accepts boundaries	<input type="checkbox"/> Perform dance /gym sequences combining different of actions/moves/body parts
	<input type="checkbox"/> They play simple games and may require support to keep score and follow game rules.
	<input type="checkbox"/> They recognise the changes that happen to their bodies when they are active
	<input type="checkbox"/> Throws/kicks and catches with accuracy and direction.
	<input type="checkbox"/> Hit a ball with a bat/racquet.
	<input type="checkbox"/> Swim without swim aid/ enter pool safely
	<input type="checkbox"/> Follow simple game rules.
	<input type="checkbox"/> Run with control of speed and direction

<input type="checkbox"/> Understand the democratic process and voting.
<input type="checkbox"/> Identify and understand some human rights. Understand that with rights come responsibilities.
<input type="checkbox"/> Understand that people need to budget and live within their means.
<input type="checkbox"/> Recognise different ways in which payments can be made.
<input type="checkbox"/> Understand that ourselves and our belongings need to be kept safe from crime.
<input type="checkbox"/> Know the role played by the police in protecting us from crime.
<input type="checkbox"/> Understand why rules make situations less risky.
<input type="checkbox"/> Recognise risk in different situations and make judgements about behaviour and decisions about safety.
<input type="checkbox"/> Be aware of how personal data can be used from online.
<input type="checkbox"/> Recognise what things should be and should not be shared online.
<input type="checkbox"/> Identify the jobs they might like to do when they are older.

Park Lane School
Partnership, learning and success for all



<input type="checkbox"/> I can recognise over 100 signs
<input type="checkbox"/> I can perform over 100 signs.
<input type="checkbox"/> I can show confidence in using sign along to interact and communicate to others.
<input type="checkbox"/> I can show awareness of the needs of the listener by including relevant signs.
<input type="checkbox"/> I am starting to use facial expression, voice tone, eye contact, posture, gesture, proximity and speech to interact and communicate with others.
<input type="checkbox"/> Corrects others using Sign
<input type="checkbox"/> I can remember and sign a sequence of spoken words

<input type="checkbox"/> Create and perform their own gym and dance sequences. Solo and with partner.
<input type="checkbox"/> Continue to show increased expression/ mood within dance. Base dance around a theme.
<input type="checkbox"/> Demonstrate different jumps, travel and balances within gym sequences. Sequences have a definite start and finish position.
<input type="checkbox"/> Understand games more thoroughly e.g. attack and defence, rules, scoring. Skill level will reflect this.
<input type="checkbox"/> Maintain a rally with a partner.
<input type="checkbox"/> Continue to perform more challenging ball skills, dribbling, shooting. Throw and catch confidently with a partner. Demonstrate them well in a game.
<input type="checkbox"/> Throw a range of athletics equipment.
<input type="checkbox"/> Demonstrate sustained running.
<input type="checkbox"/> Jump to a height of 20 cm and length of over a meter.