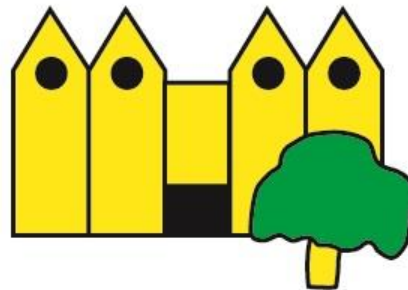


Skills Passport

West Oxford Primary School



Care - Inspire - Think - Achieve

What is a **skill**?

Sometimes *skills* are known by other words such as a 'knack', an 'art', a 'craft' or 'ability'.

As you go through school you will learn new *skills* and develop them so that they will help you in life.

This ***Skills Passport*** will be your record. As you gain a new skill, it will be dated and highlighted.

But how do you gain a new ability or skill? Have you heard of the expression 'Practice makes perfect'?

By carefully practising a skill over and over again, you will become better at it.

For example, footballers will practise and improve the number of keep-ups they can do to develop their ball control skills. And in turn, this development in skills will improve their game on the pitch.

This Skills Passport lists the skills you need to succeed in the different 'foundation' subjects.

It will go with you right through the school.

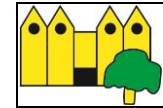
If you think you have mastered a new skill, demonstrate it, or take the evidence of it to your teacher.

If they agree with you, they will highlight and date it in your passport.



Skills Passport: *Art & Design*

West Oxford Primary School

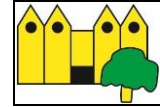


Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
EXPLORING AND DEVELOPING IDEAS	<p>Record from first-hand evidence, experience and imagination.</p> <p>Ask and answer questions about starting points for work.</p>	<p>Record from first-hand evidence, experience and imagination for a variety of purposes.</p> <p>Question and make observations about starting points for work.</p> <p>Create sketch books to record their observations and use them to explore ideas.</p>	<p>Record from first-hand evidence, experience and imagination for a variety of purposes.</p> <p>Question and make thoughtful observations about starting points for work.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p>
INVESTIGATING AND MAKING	<p>Investigate the possibilities of a range of materials and processes.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Investigate a range of materials and processes and begin to match them to the purpose of their work.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Explore how visual and tactile elements can be combined, including colour, pattern, texture, line, tone, shape, form.</p> <p>Design and make images and artefacts that communicate observations, ideas and feelings.</p>	<p>Investigate a range of materials and processes and match them to the purpose of their work.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Explore how visual and tactile elements can be combined, including colour, pattern, texture, line, tone, shape, form.</p> <p>Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p>
EVALUATING	<p>Review what they and others' have done and say what they think and feel about it.</p> <p>Say what they may change or improve in the future.</p>	<p>Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>Adapt work in response to their views and describe how they may change or improve in the future.</p>	<p>Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>Adapt work in response to their views and describe how they may develop it further.</p>
KNOWLEDGE AND UNDERSTANDING	<p>Explore materials and processes used in making art, craft and design</p> <p>Learn 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.</p>	<p>Learn how materials and processes can be matched to purposes</p> <p>Learn about great artists, craftspeople, architects and designers in in different times and cultures, making links to their own work.</p>	<p>Learn how materials and processes can be matched to ideas and intentions.</p> <p>Learn about great artists, craftspeople, architects and designers in in different times and cultures.</p>



Skills Passport: *Computing*

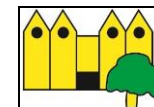
West Oxford Primary School



Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Computer Science</p>	<p>Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically.</p> <p>Understands that computers need precise instructions.</p> <p>Demonstrates care and precision to avoid errors.</p> <p>I understand forwards, backwards, up and down.</p> <p>I can put together 2 instructions to control a programmable toy.</p> <p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text, e.g. programmable robots, etc.</p> <p>Executes, checks and changes programs.</p> <p>Understands that programs execute by following precise instructions.</p> <p>I can control a programmable toy using forwards, backwards, left, right, up, down commands.</p> <p>I can control a character in an adventure or quest game on screen.</p>	<p>Understands that algorithms are implemented on digital devices as programs.</p> <p>Designs simple algorithms using loops, and selection, i.e. if statements.</p> <p>Uses logical reasoning to predict outcomes.</p> <p>Detects and corrects errors, i.e. debugging, in algorithms.</p> <p>Uses diagrams to express solutions.</p> <p>Uses arithmetic operators, if statements, and loops, within programs.</p> <p>Uses logical reasoning to predict the behaviour of programs.</p> <p>Detects and corrects simple semantic errors, i.e. debugging programs.</p> <p>I can draw a square, rectangle and other regular shapes on screen, using commands. (e.g. pen up, pen down, repeat etc)</p>	<p>Designs solutions (algorithms) that use repetition and two-way selection, i.e. if, then and else.</p> <p>Uses logical reasoning to predict outputs, showing an awareness of inputs.</p> <p>Shows an awareness of tasks best completed by humans or computers.</p> <p>Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition).</p> <p>Recognises that different solutions exist for the same problem.</p> <p>Creates programs that implement algorithms to achieve given goals.</p> <p>Declares and assigns variables.</p> <p>Uses post-tested loop, e.g. 'until' and a sequence of selection statements in programs, including an if, then and else statement.</p> <p>I can use an ICT program to control an external device that is electrical and/or mechanical.</p> <p>I use ICT to measure sound or light or temperature using sensors.</p> <p>I explore 'What if' questions by playing adventure or quest games.</p> <p>I use an ICT program to control a number of events for an external device.</p> <p>My device can have more than one predetermined actions.</p> <p>I use ICT to measure sound or light or temperature using sensors and I interpret the data given to me from this.</p>

			<p>I explore 'What if' questions by planning different scenarios for my controlled devices.</p>
<p>Information Technology</p>	<p>I can enter information into a template on a computer to make a graph.</p> <p>I can talk about the results shown on my graph.</p> <p>I can fill in a data collection sheet.</p> <p>I can enter information to make a graph and I can print this.</p> <p>I can use art software to: click and drag a brush, change colour, clear the screen and fill a shape.</p> <p>I use the shape tools to draw.</p> <p>I use solid, pattern and gradient fills.</p> <p>I change the width of brush, spray and lines.</p> <p>I can re- size an object.</p> <p>I can move images and text on the screen.</p> <p>I can use the spacebar, back space, enter, shift and arrow keys.</p> <p>I can add a picture using clip art.</p> <p>I can add words to a picture.</p> <p>I can type a piece of text.</p> <p>I highlight text to change its format. (B, U, I).</p> <p>I experiment with text, pictures and animation to make a simple slide show.</p>	<p>I recognise the grid layout of a spreadsheet program.</p> <p>I use the terms cells, rows, and columns.</p> <p>I enter data, highlight it and make bar charts.</p> <p>I copy and paste the graph and use it in a WP document.</p> <p>I copy graphics from a range of sources and paste it into a desktop publishing program.</p> <p>I use CTRL C to copy and CTRL V to paste.</p> <p>I resize graphics and text to suit the document I am making.</p> <p>I highlight text to copy and paste.</p> <p>I can create a text box and position it.</p> <p>I change the font, format and size of my text.</p> <p>I use the automatic spell checker to edit my spellings.</p> <p>I align my text using the left, right and centre tools.</p> <p>I use ICT to capture still images.</p> <p>I use ICT to record sounds and capture both still and video images.</p> <p>I have created a simple presentation of 3-5 slides.</p> <p>My presentation has some animation.</p> <p>I use ICT to generate, develop, organise and present my work.</p>	<p>I search databases for Information using symbols such as = > or <</p> <p>I create databases, planning the fields, rows and columns carefully.</p> <p>I create charts, graphs and tables that I copy and paste into other documents.</p> <p>I make multimedia presentations that contain: Sound, animation, video and buttons to navigate.</p> <p>I have made a home page for a web site that contains links to other pages.</p> <p>I capture my own sounds, images and video.</p> <p>I change the page layout. (Landscape/ portrait) independently.</p> <p>My layout is thoughtful and is very readable.</p> <p>I confidently format all text to suit the purpose of my document.</p> <p>I use the word count tool to check the length of my document.</p> <p>I use the bullets and numbering tools confidently.</p> <p>I can save an image document as a gif or jpeg file format, using the 'save as' command.</p> <p>I can save work into my folder.</p> <p>I can make an information poster using my graphics skills to good effect.</p> <p>I can copy extracts of text to paste into a document for editing.</p> <p>I confidently choose the correct page set up option when creating my document.</p> <p>I confidently use text-formatting tools, including heading</p>

			<p>and body text.</p> <p>I incorporate graphics where appropriate, using the most effective text wrapping formats.</p> <p>I use the 'hanging indent' tool to help format work where appropriate. (e.g. a play script.)</p> <p>I explore the menu options and experiment with my images, e.g. colour, effects, options, snap to grid, grid settings.</p> <p>I add special effects to alter the appearance of a graphic.</p> <p>I 'save as' <i>gif</i> or <i>jpeg</i> wherever possible to make the file size smaller (for email and downloading).</p>
<p>Digital Literacy & E-Safety</p>	<p>I look at websites with the teacher and discuss what I see.</p> <p>I click on links in a web site.</p> <p>I use the 'back' button on a website.</p> <p>I understand that there are different ways of sending a message.</p> <p>I recognise what an e mail address looks like.</p> <p>I have joined in sending a class e mail message.</p> <p>I can find the @ key and check that email addresses are in lowercase.</p> <p>I know how and why ICT is used in the home.</p> <p>I know that information can be found using the internet.</p> <p>I click links in a web site.</p> <p>I can print a web page to use as a resource.</p> <p>I send and reply to messages sent by a safe e-mail partner (within school.)</p> <p>I know how we often rely on computers for everyday tasks.</p>	<p>I can conduct a search on a web site.</p> <p>I can refine my search to get more accurate results.</p> <p>I send and reply to e-mail messages sent to other schools or contacts, (giving no personal details: address, telephone no etc).</p> <p>I share and exchange my ideas with others.</p> <p>I describe my use of ICT.</p> <p>I explore the different types of computer (e.g. tills, engine tuning, handheld stock control etc) used by people in the community.</p> <p>I know when it is not appropriate to use a computer.</p>	<p>I search for the most suitable web site, refining my search as appropriate.</p> <p>I can conduct a video chat with someone elsewhere in the school or in another school.</p> <p>I add, amend and combine different forms of information from a variety of sources.</p> <p>I interpret my findings and question whether they seem accurate.</p> <p>I know that poor quality information leads to unreliable results.</p> <p>My work shows I am aware of the intended audience and the need for quality in my presentations.</p> <p>I compare my use of ICT with other methods and I decide which is most appropriate.</p> <p>I can copy text to paste into a document for editing.</p> <p>I can send an email with an attachment.</p> <p>I use ICT to structure, refine and present information in different styles and formats, depending on the purpose and audience.</p> <p>I discuss the positive and negative aspects of the use of computers in my work.</p> <p>I discuss the effects of ICT on society and in a variety of economically developed nations.</p>



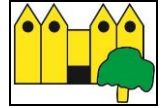
Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Design	<p>Generate ideas and plan what to do next, based on what I know about materials and components.</p> <p>Design purposeful, functional, appealing products based on design criteria.</p> <p>Communicate ideas using a variety of methods, including talking, drawing, templates, mock-ups, models and ICT.</p>	<p>Generate ideas after thinking about who will use them and what they will be used for.</p> <p>Design innovative, functional, appealing products based on design criteria.</p> <p>Plan, suggesting a sequence of actions or alternatives if needed.</p> <p>Communicate design ideas through discussion, annotated sketches, diagrams, , templates, mock-ups, models and ICT.</p>	<p>Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</p> <p>Design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Plan, suggesting a sequence of actions or alternatives if needed.</p> <p>Communicate design ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
Make	<p>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Use a range of techniques, components and materials including construction materials, textiles and ingredients.</p> <p>Assemble, join and combine materials.</p> <p>Use simple finishing techniques.</p> <p>Follow safe procedures for food safety and hygiene.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wider range of techniques, components and materials including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Measure, mark out, cut and shape materials.</p> <p>Use finishing techniques to improve the appearance of the product.</p> <p>Follow safe procedures for food safety and hygiene.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>Select from and use a wider range of techniques, components and materials including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Suggest alternative ways of making a product if the first attempt fails.</p> <p>Measure, mark out, cut and shape materials accurately.</p> <p>Use finishing techniques to strengthen and improve the appearance of the product.</p> <p>Follow safe procedures for food safety and hygiene.</p>

<p>Evaluate</p>	<p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Identify what they could have done differently or how they could improve work in the future.</p>	<p>Investigate and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and identify improvements needed.</p> <p>Recognise quality depends on how something is made and if it meets its intended use.</p>	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Recognise that quality depends on how something is made and if it meets its intended use.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>
<p>Technical knowledge</p>	<p>Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger).</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms (e.g. levers, sliders, wheels and axels) in their products.</p>	<p>Learn how the working characteristics of materials affect the way they are used.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Use electrical systems in their products [for example, circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to control their products.</p>	<p>Learn how the working characteristics of materials affect the way they are used and that they can be combined and mixed to create more useful properties.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
<p>Cooking and Nutrition</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Understand and apply the basic principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes.</p> <p>Know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

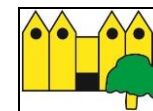


Skills Passport: *Foreign Language*

West Oxford Primary School



Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening	n/a	<p>I can understand a few familiar spoken words and phrases.</p> <p>I can understand a range of familiar spoken phrases.</p>	<p>I can understand the main points from a short spoken passage made up of familiar language.</p> <p>I can understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences.</p>
Speaking		<p>I can say and repeat single words and short simple phrases.</p> <p>I can answer simple questions and give basic information.</p>	<p>I can ask and answer simple questions and talk about my interests.</p> <p>I can take part in a simple conversation and I can express my opinions.</p>
Reading		<p>I can recognise and read out a few familiar words and phrases.</p> <p>I can understand and read out familiar written phrases.</p>	<p>I can understand the main points from a short written text in clear printed script.</p> <p>I can understand the main points and some of the detail from short written texts in familiar contexts.</p>
Writing		<p>I can write or copy simple words or symbols correctly.</p> <p>I can write one or two short sentences to a model and fill in the words on a simple form.</p>	<p>I can write a few short sentences with support, using expressions which I have already learnt.</p> <p>I can write a short text on a familiar topic, adapting language which I have already learnt.</p>



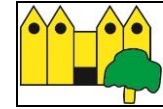
Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Locational knowledge</p>	<ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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)
<p>Place knowledge</p>	<ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of our local area within the UK, and of a small area in a contrasting non-European country I can say what types of buildings are in a place and use this to decide whether a place is a city, town or village, coastal or rural. I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say how a place is like another place I know that paths, roads, air, and sea link places to others 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (not our local area) I can say how a place is changing, giving reasons for the change I can give some reasons for the similarities and differences between places 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country, & a region within North or S. America I can compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. When I describe a place, I do so in terms of its economic development as well as other features.

<p>Human and physical geography</p>	<ul style="list-style-type: none"> • I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • I can use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 • I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> • I can describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement, economic activity including trade links • I compare places that I have studied using the physical and human features for my comparisons. 	<ul style="list-style-type: none"> • I can describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: biomes and vegetation belts - human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • I can identify how a place may change over time and give some reasons for this, using both physical processes and human factors in my explanation.
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> • I can identify the locations studied on a world map, atlas and globe • I can mark on a map of the local area, the location of the school and any other features I know about. • I can make a map of the things I see in the place I am visiting or finding out about. • I use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map • I can devise a simple map and use and construct basic symbols in a key • I use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment, e.g. daily weather diaries, observations of the changing seasons 	<ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate countries and describe features studied • I can use the eight points of a compass, four figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world • I can devise a questionnaire to find out local opinions on an issue • I can use fieldwork to observe, measure, record and present the human and physical features <i>in the local area</i> using a range of methods, including detailed sketch maps, plans and graphs. 	<ul style="list-style-type: none"> • I can mark on a map of the world, The British Isles, My country of birth (if different) and any other locations I have discussed in class. • I understand scales of maps, such as 1:25000 (1cm on the map represents 25000cm in real life) • I can use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world • I can use fieldwork to observe, measure, record and present the human and physical features <i>in an unfamiliar area</i> using an appropriate range of methods, including digital technologies. Such images/ data will show a scale, patterns or movement.



Skills Passport: *History*

West Oxford Primary School



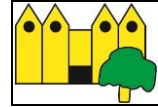
Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological understanding	<p>Know where people and events studied fit within a broad chronological framework.</p> <p>Use common words and phrases about the passing of time.</p>	<p>Develop a secure chronological understanding of the people, events and changes studied.</p> <p>Place events, people and changes in to the correct periods of time.</p> <p>Use dates and vocabulary relating to the passing of time.</p>	<p>Demonstrate a secure chronological understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods studied.</p> <p>Locate events, people and change within identified periods of time.</p> <p>Recognise and make appropriate use of dates vocab and conventions that describe historical periods and the passing of time.</p>
Knowledge and understanding of past events, people and changes	<p>Develop an awareness of the past, recognising why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Identify characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experience of men, women and children.</p> <p>Recognise social, ethnic, cultural and religious diversity of societies studied.</p> <p>Identify and describe reasons for and results of events and changes.</p> <p>Describe and make links between events and changes across periods.</p>	<p>Describe and analyse the relationships between the characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experience of men, women and children.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Select appropriate examples from sources to identify and describe reasons for and results of events and changes.</p> <p>Consider the significance of the main events, people and changes studied.</p>
Historical	<p>Identify different ways in which the past is represented.</p>	<p>Recognise that the past is represented and interpreted in different ways, and give reasons for this.</p>	<p>Recognise how and why historical events, people and situations have been interpreted in different ways.</p>

Interpretation			Evaluate interpretations.
Historical Enquiry	<p>Ask and answer questions about the past.</p> <p>Understand ways in which we find out about the past.</p> <p>Find out about the past from a range of sources, e.g. stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources.</p>	<p>Ask and answer questions about the past.</p> <p>Select and record relevant information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Use a variety of sources to find out about events, people and change (including ICT-based sources).</p>	<p>Devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Identify, select and use a range of appropriate sources of information, including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries</p> <p>Evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.</p>
Organisation and Communication	<p>Select from their knowledge of history and communicate in a variety of ways.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Recall, select and organise information.</p> <p>Use dates and historical vocabulary to describe the periods studied.</p> <p>Communicate their knowledge and understanding in a variety of ways (for example, drawing, writing, by using ICT and role – play).</p>	<p>Recall, select, prioritise and organise information.</p> <p>Accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied and to organise historical information.</p> <p>Communicate their knowledge and understanding using a variety of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.</p>



Skills Passport: Music

West Oxford Primary School

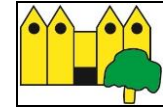


Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Music Throughout History	<p>Listen to high quality live and recorded music.</p> <p>Appraise music from different periods of history.</p> <p>Learn songs from different cultures.</p>	<p>Listen with increasing concentration to live and recorded music.</p> <p>Sing a range of songs from history and understand their context.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p>	<p>Listen to solo artists, groups and orchestras and comment on their historical significance.</p> <p>Link the mood and lyrics of an increasing range of music to its historical and cultural context.</p>
Create and Compose Music	<p>Use voices expressively by singing songs, chants and rhymes.</p> <p>Play un-tuned and simple tuned musical instruments with some accuracy (loud/ soft, long/short sounds).</p> <p>Create and clap rhythms.</p> <p>Experiment with, create, collect and combine sounds.</p> <p>Imitate changes in pitch.</p> <p>Use changes in pitch to represent a feeling or movement.</p>	<p>Sing and play musically with increasing confidence.</p> <p>Play a range of instruments with increasing accuracy.</p> <p>Compose music for a range of purposes.</p> <p>Listen with attention to detail and recall sounds and rhythms.</p>	<p>Sing and play music with increasing confidence and control.</p> <p>Play and perform solo and ensemble contexts with increasing accuracy, control, fluency & expression.</p> <p>Listen and recall sounds and rhythms with increasing aural memory.</p> <p>I can improvise within a group with awareness of others, combining sounds effectively.</p> <p>I can conduct a group effectively.</p> <p>Demonstrate imagination and confidence in use of sound.</p>
Appraising Music	<p>Can hear different moods in music.</p> <p>Can make improvements to compositions.</p> <p>Explore music using movement, dance and musical language.</p>	<p>Describe music using words such as duration, timbre, pitch beat, tempo, and texture.</p> <p>Identify where my music works well and how it can be improved.</p> <p>Explore different layers of music and how they contribute to the mood.</p>	<p>Evaluate and apply new technologies analytically to create new compositions with different moods.</p> <p>Can identify strengths and weaknesses in compositions using musical language.</p> <p>Explore harmonies and comment on their effect.</p>
Knowledge and understanding	<p>Know that music can be made for a variety of purposes.</p>	<p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</p>	<p>Use and understand musical notations to perform and record music.</p> <p>Create songs with an understanding of the link between lyrics and melody.</p>



Skills Passport: PE

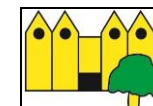
West Oxford Primary School



Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Dance	<p>Develop co-ordination and begin to apply this in a range of activities.</p> <p>Perform dances using simple movement patterns.</p> <p>Show rhythm when dancing.</p> <p>Move carefully with control.</p> <p>Link two or more actions together to make a sequence.</p> <p>Remember and repeat dance movements.</p> <p>Use space safely.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Improvise with ideas and movements.</p> <p>Refine movements into sequences.</p> <p>Dance movements are clear and fluent.</p> <p>Understand that dance can express a variety of things.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Demonstrate creativity and imagination in composing own dances; perform expressively.</p> <p>The dance matches the mood of the accompanying music.</p> <p>Choose their own dance steps or movements and develop them.</p>
Gymnastics	<p>Develop balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Copy a sequence and repeat them.</p> <p>Plan sequences of movements.</p> <p>Travel in different ways.</p> <p>Climb safely.</p> <p>Use space safely.</p> <p>Demonstrate contrasts such as small/tall, straight/curved and wide/narrow.</p>	<p>Develop flexibility, strength, technique and control and balance.</p> <p>Plan, perform and repeat sequences that include changes in speed and level.</p> <p>Improve strength and suppleness by practicing stretches and shapes.</p>	<p>Develop flexibility, strength, technique and control and balance.</p> <p>Create complex sequences that include changes in direction, level and speed.</p> <p>Combine actions, shapes and balances in gymnastic performance.</p> <p>Movements are clear, accurate and consistent.</p> <p>Prepare and perform to an audience.</p>
Games	<p>Develop co-ordination and agility and begin to apply this in a range of activities.</p> <p>Master basic movements including running jumping throwing and catching and begin to apply these in a range of activities.</p> <p>Throw a ball underarm.</p> <p>Roll a ball or hoop.</p> <p>Hit a ball with a bat.</p> <p>Throw and kick a ball in different ways</p> <p>Move and stop.</p> <p>Move to catch or collect.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending.</p> <p>Throw and catch a ball with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose the appropriate tactics to cause a problem for the opposition.</p> <p>Follow rules in a game.</p> <p>Keep possession of a ball (feet, hockey stick, hands).</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending.</p> <p>Use a variety of techniques to pass.</p> <p>Work with their team or alone to gain possession of the ball.</p> <p>Strike a bowled ball.</p> <p>Use forehand and backhand when playing racquet games.</p>

	Participate in team games, developing simple tactics for attacking and defending.		Plan an approach to attacking and defending
Outdoor Adventurous Activities		<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Follow a sketch map of known places and use plans and diagrams to get from one place to another.</p> <p>Enjoy solving problems or challenges outdoors.</p> <p>Work and behave safely.</p> <p>Discuss with others how to solve problems.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use maps and diagrams to orientate myself.</p> <p>With others, plan careful responses to challenges or problems.</p> <p>Is careful but confident in unfamiliar environments.</p> <p>Uses senses to assess risks and adapt my plans accordingly.</p> <p>Prepares well by considering safety first.</p>
Athletics		<p>Develop flexibility, strength, technique and control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Sprints over a short distance.</p> <p>Run over a longer distance, conserving energy.</p> <p>Has a range of throwing techniques (underarm, over arm, putting and hurling).</p> <p>Throws with accuracy to hit a target.</p> <p>Jumps in a number of ways, sometimes using a short run-up.</p>	<p>Develop flexibility, strength, technique and control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Controlled in take-off and landing when jumping.</p> <p>Accurate when throwing for distance.</p> <p>Demonstrates accurate control, speed, strength and stamina in my athletics.</p> <p>Knows and follows event rules.</p>
Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water based situations</p>		

<p>Evaluating and Improving Performance</p>	<p>Talk about the differences between their own and others performances. Identify what has gone well and why. Identify how a performance could be improved.</p>	<p>Talk about how their work is similar to and different from others. Uses this understanding to improve their own performance.</p>	<p>Analyse and comment on skills and techniques and how they are applied in their own and in others work. Modify and refine their skills and techniques to improve performance.</p>
<p>Knowledge and Understanding of Fitness and Health</p>	<p>Describe how their body feels during different activities, using parts of the body to describe the effects. Understand how to exercise safely by looking for space, others and by warming up properly.</p>	<p>Give reasons why warming up before an activity is important. Give reasons why physical activity is good for their health.</p>	<p>Explain how different parts of their body react during different types of exercise. Warm up and cool down in ways that suit the activity. Describe why regular, safe exercise is good for their fitness and health.</p>



Focus	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>WORKING SCIENTIFICALLY</p>	<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions 	<ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support findings. 	<ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision; take repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions, causal relationships and explanations of the degree of trust in results: in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments
<p>ALL LIVING THINGS AND THEIR HABITATS</p>	<ul style="list-style-type: none"> 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 which 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 	<ul style="list-style-type: none"> 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 (Y4) 	<ul style="list-style-type: none"> 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 (Y5) describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

	<ul style="list-style-type: none"> 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 (Y2) 		<ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics (Y6)
PLANTS	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 (Y3) 	
ANIMALS, INCLUDING HUMANS	<ul style="list-style-type: none"> 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 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> describe the changes as humans develop to old age 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

<p>MATERIALS</p>	<ul style="list-style-type: none"> 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 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 	<p>Rocks (Y3)</p> <ul style="list-style-type: none"> 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 <p>States of matter (Y4)</p> <ul style="list-style-type: none"> 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 	<p>Properties and changes of materials (Y5)</p> <ul style="list-style-type: none"> 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
<p>SEASONAL CHANGES</p>	<ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies (Y1) 		
<p>LIGHT</p>		<ul style="list-style-type: none"> recognise that humans 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 the eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change (Y3) 	<ul style="list-style-type: none"> 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 (Y6)

<p>FORCES AND MAGNETS</p>		<ul style="list-style-type: none"> • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing (Y3) 	<ul style="list-style-type: none"> • 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 (Y5)
<p>SOUND</p>		<ul style="list-style-type: none"> • 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 (Y4) 	
<p>ELECTRICITY</p>		<ul style="list-style-type: none"> • 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 (Y4) 	<ul style="list-style-type: none"> • 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 (Y6)

EARTH AND SPACE			<ul style="list-style-type: none">• 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 (Y5)
EVOLUTION AND INHERITANCE			<ul style="list-style-type: none">• 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 (Y6)