



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*



**Pupil Achievement Descriptors**

# Year Five Pupil Descriptors

## We Are Speakers

- I can engage the listener by varying my expression and vocabulary (1.1)
- I can adapt my spoken language depending on the audience, the purpose or the context (1.2)
- I can develop my ideas and opinions providing relevant detail (1.3)
- I can show that I understand the main points, including implied meanings in discussions (1.4)
- I can listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views (1.5)
- I can use Standard English in formal situations (1.6)
- I am beginning to use hypothetical language to consider more than one possible outcome or solution (1.7)
- I can perform my own compositions, using appropriate intonation and volumes so that meaning is clear (1.8)
- I can perform poems or plays from memory, making careful choices about how I convey ideas. I adapt my expression or tone (1.9)
- I am beginning to select the appropriate register according to context (1.10)

## We Are Linguists

### Criteria for Y5/6

#### Spoken Language

- I am aware that adjectives need to 'agree' with the noun (1.1)
- I can use context to work out unfamiliar words (1.2)
- I can understand a short story or factual text and note the main parts (1.3)

#### Reading

- I can understand a short story or factual text and note the main points (2.1)
- I can use the context to work out unfamiliar words (2.2)

#### Writing

- I can write a short paragraph to describe a person/place/thing (3.1)
- I can write some familiar words and phrases from memory (3.2)

#### Culture

- I know about the similarities and differences between our school and a French school (4.1)
- I can find out about traditional food and drink in France (4.2)
- I know about customs at Christmas and Easter (4.3)
- I know how France is governed (4.4)

# Year Five Pupil Descriptors

## We Are Historians

- I can draw a timeline with different historical periods showing key historical events or lives of significant figures (1.1)
- I can compare two or more historical periods; explaining things which changed and things which stayed the same (1.2)
- I can explain how Parliament affects decision making in England (1.3)
- I can explain how our locality has changed over time (1.4)
- I can test out a hypothesis in order to answer a question (1.5)
- I can describe how crime and punishment has changed over a period of time (1.6)

## We Are Geographers

- I can plan a journey to a place in another part of the world, taking account of time and distance (1.1)
- I can explain why many cities are situated on or close to rivers (1.2)
- I can explain why people are attracted to live by rivers (1.3)
- I can explain the course of a river (1.4)
- I can name and locate many of the world's most famous rivers in an atlas (1.5)
- I can name and locate many of the world's most famous mountainous regions in an atlas (1.6)
- I can explain how a location fits into its wider geographical location with reference to human and economical features (1.7)

# Year Five Pupil Descriptors

## We Are Artists

### Drawing

- I can show the effect of light on objects and people from different directions (1.1)
- I can produce increasingly accurate drawings (1.2)
- I can use a viewing frame to focus on detail and have a basic understanding of perspective (1.3)
- I can interpret the texture of a surface using a range of media showing the illusion of depth (tones) (1.4)
- I can work from a variety of sources including observations, photographs and digital images (1.5)

### Printing

- I can explore printing used by various artists (2.1)
- I can build up drawings & images of whole or parts of items using various techniques & materials, fruit/veg, wood blocks, press print, string etc (2.2)
- I can work into prints with a range of media e.g. pens, colour, paints (2.3)

### Collage

- I can use layering & overworking (3.1)
- I can use a range of media to create collages (3.2)
- I can adapt and modify work and comment on my work (3.3)
- I can use collage as a means of extending work from initial ideas (3.4)

### Sculpture

- I can develop observational skills to record figurative form (4.1)
- I can review & discuss work of sculptures/sculptors (4.2)
- I can shape, form, model and join media refining work as it progresses (4.3)
- I can research and design (4.4)

### Textiles

- I can design fabric relief panel (5.1)
- I can select & use materials and match the tool for the material (5.2)
- I can use techniques such as printing, dyeing, weaving & stitching to create different textural effects (5.3)

### Painting

- I can multi layer paint (6.1)
- I can collect visual information for ideas (6.2)
- I can mix and match colours (6.4)
- I know about vibrant colours used in the Fauvism Movement (6.5)

## We are Designers

### Design

- I can use research to develop design criteria (1.1)
- I have an understanding of familiar products to help me develop my ideas (1.2)
- I can work from plans and modify my ideas if I need to (1.3)
- I can clarify my ideas through discussion, drawing and modelling (making exploded diagrams, annotated sketches, prototypes and CAD) (1.4)

### Make

- I can choose components that can be controlled by switches or by ICT (2.1)
- I can make careful and precise measurements (2.2)
- I can choose the right tool and equipment for the task e.g., cutting, shaping, joining and finishing (edging strips) (2.3)

### Evaluate

- I have investigated and analysed a range of existing products against my own (3.1)
- I have discussed my work with others and thought of improvements if needed (3.2)
- I can understand how key events and individuals in design and technology have helped to shape the world (3.3)

### Technical Knowledge

- I can give extra strength to products e.g., joins/reinforcement (4.1)
- I can use electrical systems in a product e.g., series circuits incorporating switches, bulbs, buzzers and motors (4.2)
- I apply my understanding of computing to program, monitor and control (4.3)
- I can use the mechanical systems in my product e.g., series circuits, incorporating switches, bulbs, motors and propellers (4.4)

### Food, Cooking and Nutrition

- I can use a selection of ingredients to meet an identified need (5.1)
- I understand where/how ingredients are grown, reared, caught and processed (5.2)
- I can prepare and cook savoury dishes using a range of cooking techniques (5.3)

# Year Five Pupil Descriptors

## We Are Sports People

### Games

- I can gain possession by working in a team (1.1)
- I can pass in different ways (1.2)
- I can use forehand and backhand with a racket (1.3)
- I can field (1.4)
- I can choose a tactic for defending and attacking (1.5)
- I can use a number of techniques to pass, dribble and shoot (1.6)
- I have been part of a team (e.g., Basketball) and competed in a schools competition (1.7)
- I play for a team (e.g., Football) outside of school (1.8)

### Gymnastics

- I can make complex extended sequences (2.1)
- I can combine action, balance and shape (2.2)
- I can perform consistently to different audiences (2.3)
- I am part of a Gymnastics Club outside of school (2.4)

### Dance

- I can compose dances in a creative way (3.1)
- I can perform to an accompaniment (3.2)
- My dance shows clarity, fluency, accuracy and consistency (3.3)
- I have been learning dance outside of school and have performed in front of an audience (3.4)
- I have taken part in a dance production in front of an audience (3.5)

### Athletics

- I am controlled when taking off and landing (4.1)
- I can throw with accuracy (4.2)
- I can combine running and jumping (4.3)
- I am part of an Athletics Club outside of school (4.4)
- I have performed in competitive athletics (4.5)

### Outdoor and Adventurous

- I can follow a map in an unknown location (5.1)
- I can use clues and a compass to navigate (5.2)
- I can change route to overcome a problem (5.3)
- I can use new information to change my route (5.4)
- I have taken part in the school outdoor activity residential (5.5)

## We Are Musicians

### Listening

- I can contrast the work of a famous composer and explain preferences (1.1)
- I can explain why music is successful or unsuccessful (1.2)
- I can describe, compare and evaluate using musical vocabulary (1.3)

### Composing

- I can record the composition process (2.1)
- I can choose the most appropriate tempo for a piece of music (2.2)
- I can use notation to record groups of pitches (chords) (2.3)
- I can compose music to meet specific criteria (2.4)
- I can change sounds or organise them differently to change the effect (2.5)
- I can improvise with a group using melodic and rhythmic phrases (2.6)

### Performing

- I can maintain a part with others performing another part (3.1)
- I can breathe in the correct place when singing (3.2)
- I am learning to play a musical instrument out of music lessons (3.3)
- I have performed an instrument (or sang) individually or as a group in front of an audience (3.4)

### Appraisal

- I can suggest improvements to own work of that of others (4.1)

# Year Five Pupil Descriptors

## We Are Spiritual Inquirers

### Criteria for Y5/6

#### Learning about Religions and Beliefs

- I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities (1.1)
- I can describe why people belong to religions (1.2)
- I know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this (1.3)
- I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions (1.4)

#### Learning from Religion and Belief

- I can formulate and suggest answers to questions raised by religion and belief, relating them to my own and other's lives (2.1)
- I can explain what inspires and influences me, expressing my own view and that of others on the challenges of belonging to a religion (2.2)

## We Are Digital Citizens

### Algorithms and Programming

- I can combine sequences of instructions and procedures to turn devices on and off (1.1)
- I can use technology to control an external device (1.2)
- I can design algorithms that use repetition and two-way selection (1.3)

### Information Technology

- I can analyse information (2.1)
- I can evaluate information (2.2)
- I understand how search results are selected and ranked (2.3)
- I can edit a film (2.4)

### Digital Literacy

- I understand that you have to make choices when using technology and that not everything is true and/or safe (3.1)

**Also refer to the criteria for Safe Computing for Y5/6**

# Year Five Pupil Descriptors

## We Are Safe Computer Users (Safe Computing Guidance for Y5/6)

### Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family (1.1)
- I understand the potential risk of providing personal information on-line (1.2)
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content (1.3)
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented (1.4)
- I understand the potential risk of using internet communication tools and understand how to minimise those risks (including scams and phishing) (1.5)
- I understand that some material on the internet is copyrighted and may not be copied or downloaded (1.6)
- I understand that some messages might be malicious and know how to deal with this (1.7)
- I understand that online environments have security settings which can be altered, to protect the user (1.8)
- I understand the benefits of developing a 'nickname' for online use (1.9)
- I understand that some malicious adults may use techniques to make contact and elicit personal information (1.10)
- I know that it is unsafe to arrange to meet unknown people online (1.11)
- I know how to report any suspicions (1.12)
- I understand that I should not publish other people's pictures or tag them on the internet without permission (1.13)
- I know that content put online is extremely difficult to remove (1.14)
- I know what to do if I discover something malicious or inappropriate (1.15)

### Skills

- I follow the school internet rules (2.1)
- I can make safe choices about the use of technology (2.2)
- I can use technology in ways which minimise risk e.g., responsible use of online discussions etc.. (2.3)
- I can create strong passwords and manage them so that they remain strong (2.4)
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond the school (2.5)
- I can competently use the internet as a search tool (2.6)
- I can reference information sources (2.7)
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information e.g., using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources (2.8)
- I can use knowledge of the meaning of different domain names and common website extensions (e.g., .co.uk; .com; .sc; .sch; .org; .gov; .net) to support validation of information (2.9)