

# Age-related expectations



Art



## Years 1 and 2 (expectations for the end of Year 2):

### Skills

- I can use some processes to create drawings, paintings and other art.
- I can draw an object from direct observation with some accuracy.
- I can use different media (eg pencil, paint).
- I can use some visual and tactile elements: colour, pattern, texture.

### Knowledge and other learning

- I know the difference between drawing pencils (eg 2H, HB, 2B).
- I know the primary and secondary colours.
- I know some (at least two) famous artists and can comment on their work.

## Years 3 and 4 (expectations for the end of Year 4):

### Skills

- I can use a range of processes to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles).
- I can draw an object from direct observation with growing accuracy.
- I can use a range of media with some control (eg pencil, paint, pastel, charcoal).
- I can use visual and tactile elements (eg. colour, pattern, texture, line, shape, form and space).

### Knowledge and other learning

- I know the difference between drawing pencils (eg 2H, HB, 2B), paints (eg poster and watercolour) and pastels (eg chalk and oil).
- I know and understand the colour wheel (specifically, primary/secondary colours, complementary colours and hot/cold colours).
- I know some famous artists (at least four, including at least one designer) and can comment on their work, including similarities and differences.

## Years 5 and 6 (expectations for the end of Year 6):

### Skills

- I can use a range of processes with success to create art (eg drawings, paintings, sculpture, collage, printing, e-art and textiles).
- I can draw an object accurately from direct observation.
- I can select and use a range of media with control (eg pencil, watercolours, poster paint, chalk pastel, oil pastel).
- I can use visual and tactile elements to achieve my intentions (eg colour, pattern, texture, line, shape, form and space).
- I can mix paint effectively to achieve a desired colour.

### Knowledge and other learning

- I know the difference between drawing pencils (eg 2H, HB, 2B), paints (eg poster and watercolour) and pastels (chalk and oil); and know their effect including when talking about famous art.
- I know some famous artists (at least four, including at least one designer and at least one architect) and can comment on their work, including similarities and differences and making reference to visual and tactile elements.
- I know some different styles of art (eg Classicism, Impressionism, Pop art) and artists who contributed to them.

# Age-related expectations

## Computing



**Years 1 and 2** (expectations for the end of Year 2):

### Skills

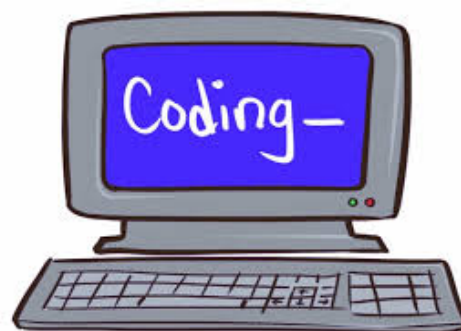
I can create and debug simple programs.

I can look at an algorithm and use logical reasoning to predict what will happen when it is executed.

I can create digital content (eg take photographs for a specific purpose; use software to create artwork; use a child-friendly word processor).

I can store and retrieve digital content (eg locate a photo just taken on an iPad; open a file saved on the school network; give created content a suitable name; save a document correctly).

I can manipulate digital content (eg when taking photographs, select the most appropriate and delete others; edit photographs within the app or using a second app; when using art software, delete or change aspects).



### Knowledge and other learning

I know what an algorithm is and that digital devices use them.

I know that algorithms need clear, precise instructions to work effectively.

I know that there are search engines to help find information.

I know that technology is used beyond school and I can give some examples.

### Online safety (see Living and Learning age-related expectations, too)

***These statements derive from 'Teaching online safety in school' (DfE, 2019), not the National Curriculum. Teachers will promote online safety, and we strongly encourage all parents/carers to support their child at home to stay safe online.***

#### Age Restrictions

I know that some online activities have age restrictions because they have content which is not appropriate.

#### Digital Content

I am beginning to understand what a digital footprint is.

#### Misinformation, disinformation and hoaxes

I know that I shouldn't believe everything I see or read online.

#### Fake websites and scam emails

I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.

#### Password safety

I know that passwords are important and that we should keep them to ourselves.

#### Personal data

I know that I'm too young to share personal information (eg full name, address, school, age) online.

#### Persuasion

I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at.

#### Online vs. offline behaviours

I know that people should treat others respectfully when they are online.

I know what to do if someone is mean to me or someone else online.

#### Impact on quality of life

I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.

## Years 3 and 4 (expectations for the end of Year 4):

### Skills

I can design, write and debug programs that accomplish specific goals.

I can use repetition in programs.

I can use sequence and selection in programs (eg if..., then...).

I can work with a range of inputs and outputs (eg visual photos or videos; audio sounds or sound effects).

I can use logical reasoning to explain how algorithms work and to debug (ie detect and correct errors).

I can solve problems by decomposing them into smaller parts (eg if creating a maze game, break the task up into a number of steps: design and create the maze, design and then program the main sprite or character, program other characters or features of the game).

I can use search technologies effectively and can evaluate results.

I can create digital content and programs by using different software and different digital devices.

### Knowledge and other learning

I know what an algorithm is and that computer programmers strive to make them as simple as possible, using concepts like repetition to do this.

I know what a computer network (eg the school network) is and some of the devices that are connected to a network (eg talk about the school network).

I know there are different search engines and can compare how results are selected and ranked.

I know and understand how at least one key individual (eg Lovelace, Turing, Berners-Lee) has helped shape the world of computing.

### Online safety (see Living and Learning age-related expectations, too)

***These statements derive from 'Teaching online safety in school' (DfE, 2019), not the National Curriculum. Teachers will promote online safety, and we strongly encourage all parents/carers to support their child at home to stay safe online.***

#### Age Restrictions

I know that some online activities have age restrictions because they have content which is not appropriate.

I know why age restrictions exist and how the content may be damaging to under-age consumers.

#### Digital Content

I understand what a digital footprint is.

I understand the significance of my digital footprint and I think carefully about what I post online as it is difficult to remove.

#### Misinformation, disinformation and hoaxes

I know that I shouldn't believe everything I see or read online.

I know that some people or groups may mistakenly share false information (ie misinformation) or deliberately deceive (ie disinformation).

#### Fake websites and scam emails

I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.

I know that fake websites and emails are sometimes used to get personal information, photos, money and other data.

#### Password safety

I know that passwords are important and that we should keep them to ourselves.

I can explain what is and isn't a secure password.

#### Personal data

I know that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information.

#### Persuasion

I know that an online search may show a paid for result and/or adverts.

I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at.

I know that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them.

#### Online vs. offline behaviours

I know that people should treat others respectfully when they are online.

I know what good online behaviours do and don't look like and know what to do if I see bad online behaviour.

#### Impact on quality of life

I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.

I know that time spent online means less time to do other activities and that this can lead to being physically inactive.

## Years 5 and 6 (expectations for the end of Year 6):

### Skills

I can design, write and debug programs that accomplish specific goals, including controlling physical systems or simulating physical systems (eg robots, motors, sensors or animation of the water cycle or a simulation of how the moon orbits the Earth).

I can more efficiently write programs that include repetition, sequence and selection.

I can use variables in programs (eg timer, score, health bar).

I can work with a wider range of inputs and outputs (eg motors, motion sensors, noise sensors).

I can use logical reasoning to enhance algorithms in some way (eg to make a game more or less challenging).

I can solve increasingly complex problems by decomposing them into smaller parts (eg if creating a maze game, break the task up into a number of steps: design and create the maze, design and then program the main sprite or character, program other characters or features of the game).

I can be discerning in evaluating digital content with an understanding of how search engines select and rank results.

I can create digital content and programs by combining different software and different digital devices (eg combining images and text on a word processing document, combining video, audio and images in a movie or presentation, creating an animation on Scratch with music, sound effects, text).

I can use digital devices to collect data and then use it to answer questions or solve problems (eg using data loggers or sensors).

### Knowledge and other learning

I know that computer simulations are used to model a real-world or imaginary situation (eg NASA simulating take-offs and landings; responses to natural disasters).

I know that computer networks, like the internet, provide lots of services and offer opportunities for communication and collaboration.

I know there are different search engines and can evaluate them, showing an awareness of how results are selected and ranked.

I know the difference between the Internet and the World Wide Web.

I know and understand how some key individuals (eg Lovelace, Turing, Berners-Lee) have helped shape the world of computing.

### Online safety (see Living and Learning age-related expectations, too)

***These statements derive from 'Teaching online safety in school' (DfE, 2019), not the National Curriculum. Teachers will promote online safety, and we strongly encourage all parents/carers to support their child at home to stay safe online.***

#### Age Restrictions

I know why age restrictions exist and how the content may be damaging to under-age consumers.

I know that the minimum age at which children can agree to share information and use social media is 13.

#### Digital Content

I know that we need to be aware of our digital footprint and think carefully about what we post online as it is difficult to remove, and that this could have a detrimental impact in the future (eg career).

I know that online content is shared quickly online and that this can be both positive and negative.

#### Misinformation, disinformation and hoaxes

I know that some people (or fake profiles and 'bots') or groups may share false information to deliberately deceive or may mistakenly share false information (misinformation).

I know the potential consequences of sharing information that may not be true.

#### Fake websites and scam emails

I know that fake profiles, websites and emails are sometimes used to persuade eg to get personal information, images, money and other data.

I can describe ways to risk assess online (eg does the URL show a padlock next to it, is the website one I've used before, is the email unsolicited, do I know the sender, is the email too good to be true, does the email or website not look quite right).

#### Password safety

I can explain what is and isn't a secure password.

I know that password phishing is the process by which people try to find out passwords so they can access protected content.

I know that a 'good company' would never ask you to share your full password.

**Personal data**

I know that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information.

I know that personal data is highly sought by companies and can be 'farmed' in ways that look harmless (eg websites that look like games, online surveys and questionnaires).

**Persuasion**

I know that an online search may show a paid for result and/or adverts.

I know that I may see adverts based on what I've been looking at online and that cookies help companies do this.

I know that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them.

I know that the majority of games and platforms are businesses designed to make money and that their aim is to encourage users to be online for as long as possible to encourage them to spend money or for them to make money through advertising.

**Online vs. offline behaviours**

I know that online behaviours should mirror offline behaviours eg people should treat others respectfully.

I know what good online behaviours do and don't look like and know what to do if I see bad online behaviour.

I know how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.

I know the potential consequences of bad online behaviour (eg hate crime).

I am aware that some people feel pressured online to act in a harmful way.

I know that it's ok to step away or say no to bad online behaviour.

**Impact on quality of life**

I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.

I understand some of the consequences of spending too much time online (eg physical inactivity, mental health).

I am aware that content online is often unrealistic (eg manipulated images, idealised lifestyles) and that this could have a detrimental impact on confidence.





# Age-related expectations

## Design & Technology



### Years 1 and 2 (expectations for the end of Year 2):

#### Skills

##### Design

I can generate, develop and communicate my ideas in different ways (eg by talking, drawing, mock-ups and, where appropriate, information and communication technology).

I can design purposeful, functional, appealing products for myself and other users based on given design criteria.

##### Make

I can select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing).

I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients.

##### Evaluate

I can explore and evaluate a range of existing products.

I can evaluate my ideas and products against given design criteria.

#### Knowledge and other learning

I know that products are designed.

Through exploration, I know how products can be made stronger, stiffer or more stable.

### Years 3 and 4 (expectations for the end of Year 4):

#### Skills

##### Design

I can generate, develop and communicate my ideas in different ways (eg through discussion, annotated sketches, prototypes and, where appropriate, information and communication technology).

I can design purposeful, functional, appealing products for myself and others based on my own design criteria.

##### Make

I can select from and use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing).

I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function.

I can use electrical systems in my products (eg circuits, switches, bulbs, buzzers and motors).

##### Evaluate

I can evaluate my ideas and products against my own design criteria.

I can investigate and analyse a range of existing products.

#### Knowledge and other learning

I know that products go through a design process before they are made.

I know and understand how to strengthen or stiffen structures.

I know how electrical circuits are integrated into a product.

I know at least one key event (eg the invention of the steam engine, electricity, plastic) in design and technology.

I know at least one famous designer (eg Jonathan Ive, Vivienne Westwood, Charles Eames).

## Years 5 and 6 (expectations for the end of Year 6):

### Skills

#### Design

I can generate, develop and communicate my ideas in different ways (eg through discussion; annotated sketches; cross-sectional and exploded diagrams; prototypes; and information and communication technology).

I can use research to develop my own design criteria to inform the design of innovative, functional, appealing products that are aimed at particular individuals or groups.

#### Make

I can select from and use a wider range of tools and equipment to accurately perform practical tasks (eg cutting, shaping, joining and finishing).

I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function and looks.

I can use mechanical systems in my products (eg gears, pulleys, cams, levers and linkages).

#### Evaluate

I can evaluate my ideas and products against my own design criteria and consider the views of others.

I can investigate and analyse a range of existing products with a greater level of scrutiny and critical thought.

### Knowledge and other learning

I know and understand how to strengthen, stiffen and reinforce more complex structures.

I know how electrical circuits / computing principles are integrated into a product.

I know and understand how key events (eg the invention of the steam engine, electricity, plastic) and key individuals (eg Isambard Kingdom Brunel, George Stephenson, Lewis Latimer) in design and technology have helped shape the world.

I understand how historical restrictions have previously limited the opportunities for some groups (eg women) to be successful designers.



# Age-related expectations

## Foreign Language



**Years 1 and 2** (expectations for the end of Year 2):

A foreign language is not taught in Key Stage 1

**Years 3 and 4** (expectations for the end of Year 4):

A foreign language may be taught in Years 3 and 4; expectations are to work towards the expectations set out below for the end of Key Stage 2.



**Years 5 and 6** (expectations for the end of Year 6):

### Skills

- I can listen attentively to spoken language and show understanding by joining in and responding.
- I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures.
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- I can present ideas and information orally to a range of audiences.
- I can read carefully and show understanding of words, phrases and simple writing.
- I can appreciate stories, songs, poems and rhymes in the language.
- I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- I can describe people, places, things and actions orally and in writing.
- I can understand basic grammar appropriate to the language being studied (including feminine, masculine and neuter forms; the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English).

### Knowledge and other learning

- I know at least three reasons why it is good to learn a language in addition to English.
- I know where some foreign languages are spoken globally.
- I know some facts about the culture, people, and places in at least one of the countries where the language I'm learning is spoken.
- I know some strategies that help me to remember key words and phrases.
- I understand that online dictionaries, translator websites and apps can't be relied on to translate accurately, and know some of the language problems that can be caused by them.



# Age-related expectations

## GEOGRAPHY



**Years 1 and 2** (expectations for the end of Year 2):

### Skills

- I can use maps, atlases and globes to identify places (must include places in the Knowledge section).
- I can identify features of countries and cities in the UK and its surrounding seas (referring to physical and human geography in the Knowledge section).
- I can compare and contrast a small area of the United Kingdom and a small area of a contrasting non-European country (referring to physical and human geography in the Knowledge section).
- I can use simple compass directions (North, South, East, West) and locational / directional language (eg near and far, left and right) to describe the location of features and routes on a map.
- I can use simple fieldwork and observational skills to study the geography of my school and its surrounding environment (including physical and human features).
- I can use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features.
- I can devise a simple map, using and constructing basic symbols in a key.

### Knowledge and other learning

- I know the world's seven continents.
- I know the world's five oceans.
- I know the four countries and capital cities of the UK.
- I know some key geographical vocabulary relating to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather).
- I know some key geographical vocabulary relating to human features (city, town, village, factory, farm, house, office, port, harbour, shops).
- I know weather patterns in the UK (seasonal and daily).
- I know where the world's hot and cold areas are in relation to the Equator and the North and South Poles.



## **Years 3 and 4 (expectations for the end of Year 4):**

### **Skills**

- I can use maps, atlases, globes and digital / computer mapping to locate places (must include places detailed in the Knowledge section).
- I can describe features of the UK (referring to physical and human geography in the Knowledge section).
- I can compare and contrast a region of the UK and a region within Europe, showing some understanding of the similarities and differences (referring to physical and human geography in the Knowledge section).
- I can use the eight points of a compass, four figure grid references and can identify some map symbols (including through the use of Ordnance Survey maps).
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area (eg collect data, take photographs, use and annotate maps).

### **Knowledge and other learning**

- I know the main cities of the UK (the four capitals and at least four more).
- I know some of the counties in the UK.
- I know some of the main rivers and mountains in the UK (at least three of each).
- I know some European countries and their capital cities (at least four, not including those in the UK).
- I know some of the main rivers and mountains in Europe.
- I know some key vocabulary relating to physical geography (all of the Year 1/2 vocabulary plus volcanoes and earthquakes).
- I know some key vocabulary relating to human geography (all of the Year 1/2 plus types of settlement and land use).
- I know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- I know that latitude tells us how north or south a place is (the Equator is 0° latitude) and the causal link to world climates.
- I know that longitude tells us how east or west a place is (the Prime Meridian or Greenwich Meridian is 0°) and the link to time zones.



## **Years 5 and 6 (expectations for the end of Year 6):**

### **Skills**

- I can use maps, atlases, globes and digital / computer mapping to locate places efficiently (must include places detailed in the Knowledge section).
- I can describe features of the UK (referring to physical and human geography in the Knowledge section).
- I can describe counties in the UK (referring to physical and human geography in the Knowledge section).
- I can compare and contrast a region of the UK and a region within North or South America, showing understanding of the similarities and differences (and referring to physical and human geography in the Knowledge section).
- I can identify the position and significance of latitude, longitude, the Prime / Greenwich Meridian and time zones (including day and night).
- I can use the eight points of a compass, six figure grid references and can identify a wider range of map symbols (including through the use of Ordnance Survey maps).
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (including sketching maps, creating plans and graphs and using digital technologies).

### **Knowledge and other learning**

- I know some European countries and their capital cities (at least six, not including those in the UK).
- I know some world-wide countries and some of their major cities.
- I know some of the main rivers, mountains and regions (eg the Yorkshire Dales, the Lake District, the Highlands of Scotland) in the UK (at least three of each).
- I know some of the main rivers and mountains in Europe and the rest of the world.
- I know some key vocabulary relating to physical geography (all of the Year 1/2 and Year 3/4 vocabulary plus climate zones, biomes and vegetation belts).
- I know some key vocabulary relating to human geography (all of the Year 1/2 and Year 3/4 vocabulary plus economic activity, trade links and the distribution of natural resources such as energy, food, minerals and water).
- I know how some physical and human features of the UK have changed over time (eg expansion of cities, travel networks, coastal erosion).

# Age-related expectations



## History

**Years 1 and 2** (expectations for the end of Year 2):

### Skills

#### Time and chronology

I can sequence events (eg within my own life time) and objects (eg Victorian, 1970s and modern toys) in chronological order and give plausible reasons for this order.

#### Change and continuity

I can recognise similarities and differences between my life and the life of an older person (eg holidays, toys, transport).

#### Cause and effect

I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened).

#### Historical sources

I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).

#### Historical interpretation

I can use my historical imagination to make inferences about people's lives and their feelings (eg how Mary Seacole felt when tending injured soldiers).

### Knowledge and other learning

I know and can use words and phrases relating to time and chronology (eg old, new, past, a very long time ago, present, ancient, modern).

I know some events that are significant nationally or globally (eg the Gunpowder Plot).

I know some significant individuals who have contributed to national and international achievements (eg Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, LS Lowry, Rosa Parks).

I know some significant historical events, people and places in my locality (eg War Memorial, Leonora Cohen, the Corn Exchange).

**Years 3 and 4** (expectations for the end of Year 4):

### Skills

#### Time and chronology

I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.

#### Change and continuity

I can recognise similarities and differences between the lives of people living in different periods of time.

#### Cause and effect

I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people).

#### Historical sources

I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.

#### Historical sources

I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.

#### Historical interpretation

I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.

### Knowledge and other learning

I know and can use words and phrases relating to time and chronology (eg all of the Year 1/2 vocabulary plus civilisation, era, period, century, decade, millennium, AD, BC).

I know key aspects and facts about some different periods of local, British and world history.





**Years 5 and 6** (expectations for the end of Year 6):

### **Skills**

#### **Time and chronology**

I can sequence key periods of British and world history in chronological order using dates.

I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history).

#### **Change and continuity**

I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time.

#### **Cause and effect**

I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances).

#### **Historical sources**

I can evaluate historical sources based on reliability and bias.

I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.

#### **Historical interpretation**

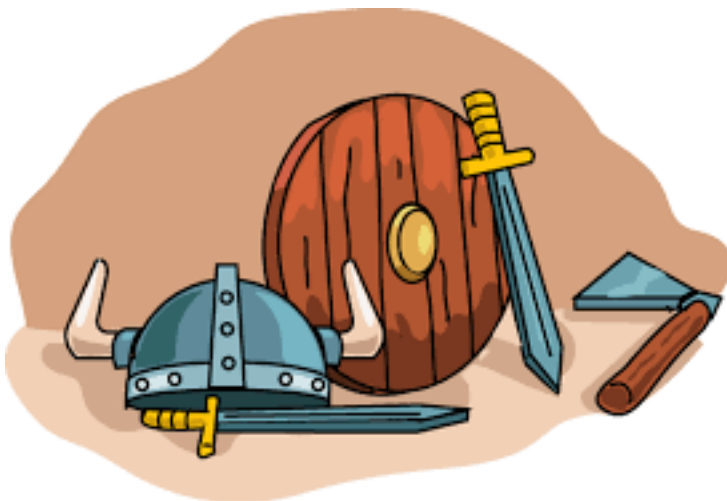
I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.

### **Knowledge and other learning**

I know and can use with increasing accuracy words and phrases relating to time and chronology (ie all of the Year 1/2 and Year 3/4 vocabulary).

I understand that there are overlaps and relationships between different periods.

I know key aspects and facts about more periods of local, British and world history.





# Age-related expectations

## Living and Learning



'Living and learning' is our term for learning that broadly falls into what is often referred to as Personal, Social and Health Education (PSHE) or Personal, Social, Health and Citizenship Education (PSCHE). The expectations below are from *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (DfE, 2019). Our Living and Learning sessions cover more than the learning listed below – we talk about rights and responsibilities and effective learning behaviour, too.

### Years 1 and 2 (expectations for the end of Year 2):

Expectations are to work towards the expectations set out below for the end of primary school.

### Years 3 and 4 (expectations for the end of Year 4):

Expectations are to work towards the expectations set out below for the end of primary school.

### Years 5 and 6 (expectations for the end of Year 6):

#### Families and people who care for me

I know that families are important because they can give love, security and stability.

I know characteristics of healthy family life.

I can appreciate the importance of spending time together and sharing each other's lives.

I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences and I know that other children's families are also characterised by love and care.

I know that stable, caring relationships, which may be of different types, are at the heart of happy families.

I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

I can recognise if family relationships are making me feel unhappy or unsafe, and I can seek help or advice from others if needed.

#### Caring friendships

I know how important friendships are in making me feel happy and secure, and how people choose and make friends.

I know characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

I know that resorting to violence is never right.

I can recognise who to trust and who not to trust.

I can judge when a friendship is making me feel unhappy or uncomfortable.

I can manage conflict, including knowing when and how to seek help or advice from others, if needed.



## Respectful relationships

I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs.

I can take practical steps in a range of different contexts to improve or support respectful relationships.

I know the conventions of courtesy and manners.

I know the importance of self-respect and how this links to my own happiness.

I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority.

I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help.

I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults.

## Online relationships (see Online safety section of our Computing age-related expectations)

I know that people sometimes behave differently online, including by pretending to be someone they are not.

I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we are anonymous).

I know rules and principles for keeping safe online.

I can recognise risks, harmful content and harmful contact, and I know how to report them.

I can critically think about online friendships and sources of information.

I know risks associated with people I have never met.

I know how information and data is shared and used online.

## Being safe

I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

I know about the concept of privacy and the implications of it for both children and adults.

I know that it is not always right to keep secrets if they relate to being safe.

I know that each person's body belongs to them.

I know the differences between appropriate and inappropriate/unsafe physical, and other, contact.

I know how to respond safely and appropriately to adults who I don't know (in all contexts, including online).

I know how to recognise and report feelings of being unsafe or feeling bad about any adult.

I know how to ask for advice or help for myself or others, and to keep trying until I am heard.

I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.

I know where to get advice eg family, school and/or other sources.

## Mental wellbeing

I know that mental wellbeing is a normal part of daily life, in the same way as physical health.

I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.

I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate.

I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

I know where and how to seek support (including recognising the triggers for seeking support), including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

I know it is common for people to experience mental ill health.

I know that mental ill health problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms (see Online safety section of our Computing age-related expectations)

I know that for most people the internet is an integral part of life and has many benefits.

I know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others' mental and physical wellbeing.

I can consider the effect of my online actions on others.

I can recognise and display respectful behaviour online and the importance of keeping personal information private.

I know why social media (eg some computer games and online gaming) are age restricted.

I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

I know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

I know where and how to report concerns and get support with issues online.

### Physical health and fitness

I know characteristics and mental and physical benefits of an active lifestyle.

I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

I know risks associated with an inactive lifestyle (including obesity).

I know how and when to seek support including which adults to speak to in school if I'm worried about my health.

### Healthy eating

I know what constitutes a healthy diet (including understanding calories and other nutritional content).

I know principles of planning and preparing a range of healthy meals.

I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).

### Drugs, alcohol and tobacco

I know facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

I know facts and science relating to allergies, immunisation and vaccination.

### Basic first aid

I can make a clear and efficient call to emergency services if necessary.

I know concepts of basic first-aid eg dealing with common injuries, including head injuries.

### Changing adolescent body

I know about puberty and the changing adolescent body, including physical and emotional changes.

I know about menstruation and menstrual wellbeing.



# Age-related expectations

## Music



### Years 1 and 2 (expectations for the end of Year 2):

#### Skills

- I can follow the rhythm of a piece of music by clapping or tapping along with it.
- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.
- I can play tuned and untuned instruments musically.
- I can experiment with, create, select and combine sounds with some awareness of musical elements.

#### Knowledge and other learning

- I know at least two different musical elements (eg pitch, rhythm), and can comment on their effect.
- I know at least four musical instruments, and can comment on their sound.
- I listen to music with concentration and comment on it.

### Years 3 and 4 (expectations for the end of Year 4):

#### Skills

- I can listen to and repeat (by singing and playing an instrument) a sound with some accuracy.
- I can play and perform using my voice and musical instruments with increasing accuracy and control.
- I can improvise and compose music using some different musical elements (eg pitch, rhythm, dynamics).

#### Knowledge and other learning

- I know at least three different musical elements (eg pitch, rhythm, dynamics), and can comment on their effect.
- I can comment on music from different cultures.
- I know and can comment on the work of at least two great composers and musicians.
- I understand stave and other musical notations.



### Years 5 and 6 (expectations for the end of Year 6):

#### Skills

- I can listen to and repeat (by singing and playing an instrument) a sound with increasing accuracy, demonstrating aural memory.
- I can play and perform in solo and ensemble contexts, using my voice and musical instruments with increasing accuracy, fluency, control and expression.
- I can improvise and compose music using a wider range of different musical elements (eg pitch, rhythm, dynamics, timbre, texture, form).
- I can use and understand stave and other musical notations.

#### Knowledge and other learning

- I know different musical elements (eg pitch, rhythm, dynamics, timbre, texture, form), identifying them and commenting on their effect.
- I have an awareness of the history of music and music from different cultures and traditions.
- I know and can comment on the work of at least three great composers and musicians.

# Age-related expectations



*PE*

## Years 1 and 2 (expectations for the end of Year 2):

### Skills

- I can use simple skills (eg throwing, catching, passing, dribbling, hitting).
- I can use some simple tactics for attacking and defending (eg moving into space, using others).
- I can participate in some simple, competitive team games.
- I can change speed and direction when moving.
- I can complete a short sequence with some control in dance and gym, including using balance.
- I can comment on my own, and others', performances.

### Knowledge and other learning

- I know at least one good reason why exercise is important.
- I know how my body feels during exercise.

## Years 3 and 4 (expectations for the end of Year 4):

### Skills

- I can use appropriate technique to complete skills (eg throwing, catching, passing, dribbling, hitting) under pressure.
- I can use simple tactics with some success for attacking and defending (eg moving into space, using others, marking).
- I can participate in some competitive team games.
- I can move appropriately to complete a given task (eg moving rapidly into space when playing a game or moving gracefully when completing a gymnastics routine).
- I can create and complete a short sequence with some control in dance and gym, including using balance and flexibility.
- I can identify strengths and weaknesses in my own, and others', performances.

### Knowledge and other learning

- I know at least two good reasons why exercise is important.
- I know the effects of exercise on the body.

## Years 5 and 6 (expectations for the end of Year 6):

### Skills

- I can consistently use appropriate technique to complete skills (eg throwing, catching, passing, dribbling, hitting) under pressure and in competitive situations.
- I can select and use tactics for attacking and defending (eg moving into space, using others, marking) to be successful in a game.
- I can participate effectively in some competitive team games.
- I can move appropriately and effectively to complete a given task (eg moving rapidly into space when playing a game or moving gracefully when completing a gymnastics routine).
- I can create and complete a longer sequence with control in dance and gym, including using balance, flexibility, strength.
- I can identify strengths and weaknesses in my own, and others', performances comparing past and present performances.
- I can take part in outdoor and adventurous activity challenges both individually and within a team.
- I can swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively (eg front crawl, backstroke, breaststroke) and I can perform safe self-rescue in different water-based situations.

### Knowledge and other learning

- I know at least three good reasons why exercise is important.
- I know the effects of exercise on the body and the reasons for this.
- I know that activities / practices can be used to improve a skill / performance.



# Age-related expectations



## RE

**Years 1 and 2 (expectations for the end of Year 2):**

### **Skills, knowledge and attitude**

#### **Beliefs and practices of religions and other world views**

I can recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them.

I can retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

I can recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

#### **Questions of meaning, purpose and value**

I can explore questions about beliefs, expressing my own ideas and opinions in response, using words, music, drama, art or poetry.

I can observe and recount different ways of expressing belief, responding sensitively.

#### **Morality, identity and diversity**

I can find out about questions of right and wrong and begin to express my ideas and opinions in response.

I can notice and respond sensitively to some similarities between different religions and other world views in my approach to questions of beliefs and meaning.

### **Specific knowledge**

#### **Beliefs and practices of religions and other world views**

I know that some people choose to have a religion and some people don't.

I know there are lots of different religions and that this is not the same as nationality.

I know at least four key facts about Christianity and Islam (eg sacred texts, significant figures, festivals, symbols, places of worship).

**Years 3 and 4 (expectations for the end of Year 4):**

### **Skills, knowledge and attitude**

#### **Beliefs and practices of religions and other world views**

I can describe and understand some simple links between stories and other aspects of the communities I am investigating, responding to beliefs and teachings that arise from them.

I can describe and make some simple connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

#### **Questions of meaning, purpose and value**

I can observe and understand examples of religions and other world views so that I can begin to explain, with reasons, their meanings and significance for the choices made by individuals and communities.

I can discuss and present my own and others' views on questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms (eg through reasoning, music, art, poetry).

#### **Morality, identity and diversity**

I can begin to discuss and respond in a simple way to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions.

I can begin to consider and apply ideas about ways in which diverse communities can live together, responding to ideas about community, values and respect.

### **Specific knowledge**

#### **Beliefs and practices of religions and other world views**

I know that some people choose to have a religion, some people don't, and some people are unsure, and can suggest possible reasons for a particular choice.

I know there are lots of different religions and can name at least four.

I know at least four religious symbols and can match them to the correct religion.

I know at least four key facts about Christianity, Islam and Sikhism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements).





**Years 5 and 6** (expectations for the end of Year 6):

### **Skills, knowledge and attitude**

#### **Beliefs and practices of religions and other world views**

I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to beliefs and teachings that arise from them.

I can describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

#### **Questions of meaning, purpose and value**

I can observe and understand varied examples of religions and other world views so that I can explain, with reasons, their meanings and significance for the choices made by individuals and communities.

I can discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including (eg through reasoning, music, art, poetry).

#### **Morality, identity and diversity**

I can discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions;

I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

### **Specific knowledge**

#### **Beliefs and practices of religions and other world views**

I know that some people choose to have a religion, some people don't, and some people are unsure, and can talk about reasons for both points of view.

I know there are lots of different religions (and possibly some non-religious systems of belief such as Humanism) and can name at least six.

I can roughly locate on a map where some key world religions are most popular.

I know at least religious symbols and can match them to the correct religion.

I know at least four key facts about Christianity, Islam, Sikhism and Judaism (eg sacred texts, significant figures, festivals, symbols, places of worship, dietary requirements, rules and moral codes).

# Age-related expectations



## SCIENCE

**Years 1 and 2** (expectations for the end of Year 2):

### **Skills: working scientifically**

I can ask simple questions and recognise that they can be answered in different ways.

I can observe carefully, using simple equipment.

I can perform simple tests.

I can identify and classify.

I can use my observations and ideas to suggest answers to questions.

I can gather and record data to help in answering questions.

### **Skills, knowledge and other learning**

#### **Biology: Animals including humans**

I can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. (Y1)

I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)

I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1)

I can identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. (Y1)

I know that animals, including humans, have offspring, which grow into adults. (Y2)

I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)

I can describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. (Y2)

#### **Biology: Living things and their habitats**

I can explore and compare differences between things that are living, dead and things that have never been alive.

I know that most living things live in habitats to which they are suited; I can describe how different habitats provide for the basic needs of different kinds of animals and plants; and how they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including micro-habitats.

I can 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.

#### **Biology: Plants**

I can identify and name a variety of common, wild and garden plants. (Y1)

I can identify and name a variety of deciduous and evergreen trees. (Y1)

I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)

I can observe and describe how seeds and bulbs grow into mature plants. (Y2)

I can find out and describe how plants need water, light and suitable temperature to grow and be healthy. (Y2)

#### **Biology: Seasonal Changes**

I can observe changes across the four seasons.

I can observe and describe weather associated with the seasons and how day length varies.

#### **Chemistry: Everyday Materials**

I can distinguish between an object and the materials from which it is made. (Y1)

I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (Y1)

I can describe the simple physical properties of a variety of everyday materials. (Y1)

I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses. (Y2)

I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)

**Years 3 and 4** (expectations for the end of Year 4):

**Skills: working scientifically**

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

I can gather, record, classify and present data in a variety of ways to help answer questions.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions or to support their findings.

**Skills, knowledge and other learning**

**Biology: Animals including humans**

I can identify animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. (Y3)

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)

I can describe the simple functions of the basic parts of the digestive system in humans. (Y4)

I can identify the different types of teeth in humans and their simple functions. (Y4)

I can construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)

**Biology: Living things and their habitats**

I know that living things can be grouped in a variety of ways.

I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

I know that environments can change and that this can sometimes pose dangers to living things.

**Biology: Plants**

I can identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers).

I can explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

I can investigate the way in which water is transported within plants.

I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Chemistry: Rocks**

I can compare and group different rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks and organic matter.

**Chemistry: States of matter**

I can compare and group materials together, according to whether they are solids, liquids or gases.

I can 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).

I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Physics: Electricity**

I can identify common appliances that run on electricity.

I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I can 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.

I know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

I know some common conductors and insulators, and associate metals with being good conductors.

**Physics: Forces and magnets**

I can compare how things move on different surfaces.

I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.

I can observe how magnets attract or repel each other and attract some materials and not others.

I can 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.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

### **Physics: Light**

I know that I need light in order to see things and that dark is the absence of light.

I know that light is reflected from surfaces.

I know that light from the sun can be dangerous and that there are ways to protect my eyes.

I know that shadows are formed when the light from a light source is blocked by an opaque object.

I can find patterns in the way that the size of shadows change.

### **Physics: Sound**

I can identify how sounds are made, associating some of them with something vibrating.

I know that vibrations from sounds travel through a medium to the ear.

I can find patterns between the pitch of a sound and features of the object that produced it.

I can find patterns between the volume of a sound and the strength of the vibrations that produced it.

I know that sounds get fainter as the distance from the sound source increases.

## **Years 5 and 6 (expectations for the end of Year 6):**

### **Skills: working scientifically**

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

### **Skills, knowledge and other learning**

#### **Biology: Animals including humans**

I can describe the changes as humans develop to old age. (Y5)

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6)

I am aware of the impact of diet, exercise, drugs and lifestyle on the way my body functions. (Y6)

I can describe the ways in which nutrients and water are transported within animals, including humans. (Y6)

#### **Biology: Evolution and inheritance**

I know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

#### **Biology: Living things and their habitats**

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5)

I can describe the life processes of reproduction in some plants and animals. (Y5)

I can 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. (Y6)

I can give reasons for classifying plants and animals based on specific characteristics. (Y6)

#### **Chemistry: Properties and changes of materials**

I can 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.

I know that some materials will dissolve in liquid to form a solution.

I can describe how to recover a substance from a solution.

I can use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can 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.

### **Physics: Earth and space**

I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

I can describe the movement of the Moon relative to the Earth.

I can describe the Sun, Earth and Moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### **Physics: Electricity**

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

I can 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.

I can use recognised symbols when representing a simple circuit in a diagram.

### **Physics: Forces**

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### **Physics: Light**

I am aware that light appears to travel in straight lines.

I can 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.

I can 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.

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

