

Target Tracker History Objectives in the form of 'Can I' statements.

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Chronological understanding	I can place known events in order of when they happened.	I can show an awareness of the past, using common words and phrases relating to the passing of time.	I can use an increasing range of words and phrases relating to the passing of time.	I can place some historical periods in a chronological framework.	I can use dates to order and place events on a timeline.	
	I can sequence events and recount changes within living memory.	I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.	I can describe memories of key events in his/her life using historical vocabulary.	I can use historic terms related to the period of study.		
	I can use common words and phrases relating to the passing of time.					
	Moon Zoom Summer 1	Tower, Turrets and Tunnels Spring 1		I am Warrior Autumn 2 Road Trip USA! Spr 1 Traders and Raiders Spring 2	Pharaohs Autumn 1 Off with her head! Spr 1 Time Traveller Summer 2	A Child's War Spr 1 Darwin's Delight Spr 2
Historical enquiry	I can find answers to some simple questions about the past from simple sources of information.	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.		I can use sources of information in ways that go beyond simple observation to answer questions about the past.	I can compare sources of information available for the study of different times in the past.	Address and sometimes devise historically valid questions about change, cause, similarities and differences, and significance.
	I can describe some simple similarities and differences between man made objects.	I can show an understanding of some of the ways in which we find out about the past and identify different ways in which it represented.		I can use a variety of resources to find out about aspects of life in the past.		Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	I can sort historical objects from 'then' and 'now'.					Understand how our knowledge of the past is constructed from a range of sources.

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	I can ask and answer basic relevant questions about the past.					Make confident use of a variety of sources for independent research.
	Dinosaur Planet Spring 1 Bright Lights Spring 2 Moon Zoom Summer 1			I am Warrior Autumn 2 Road Trip USA! Spr 1 Traders and Raiders Spring 2	Pharaohs Autumn 1 Off with her head! Spr 1	Frozen Kingdom Aut 2 A Child's War Spr 1 Darwin's Delight Spr 2
Historical interpretation	I can relate my own account of an event and understand that others may give a different version.	I can describe changes within living memory and aspects of change in national life.		I can understand that sources can contradict each other.	I can make comparisons between aspects of periods of history and the present day.	
		I can describe events beyond living memory that are significant nationally or globally.			I can understand that the type of information available depends on the period of time studied.	
		I can describe significant historical events, people and places locally.			I can evaluate the usefulness of a variety of sources.	
	Bright Lights Spring 2 Moon Zoom Summer 1	Tower, Turrets and Tunnels Spring 1 Beachcombers Summer 2		I am Warrior Autumn 2	Pharaohs Autumn 1	A Child's War Spr 1 Darwin's Delight Spr 2
Organisation and communication	I can talk, draw or write about aspects of the past.	I can use a wide vocabulary of everyday historical terms.		I can explain what I have learned in an organised an structures way, using appropriate terminology.	I can present findings and communicate knowledge and understanding in different ways.	
		I can speak about how I have found out about the past.			I can provide an account of a historical event based on more than one source.	
		I can record what I have learned by drawing and writing.				

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				I am Warrior Autumn 2 Traders and Raiders Spring 2	Pharaohs Autumn 1 Off with her head! Spr 1	I.D Autumn 1 Frozen Kingdom Aut 2 A Child's War Spr 1 Darwin's Delight Spr 2 Hola Mexico Summer 1
Understanding of events, people and changes	I can understand key features of events.	I can discuss lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.	Describe changes in Britain from the Stone Age to the Iron Age.	Describe the Roman Empire and its impact on Britain.	I can give some reasons for some important historical events.	I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
	I can identify some similarities and differences between ways of life in different periods.			Describe Anglo-Saxons and Scots.		Note connection, contrasts and trends over time and show developing appropriate use of historical terms.
			Describe a local history study.	Describe Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward Confessor.		
	Moon Zoom Summer 1 Bright Lights Spring 2	Street Detectives Autumn 2 Tower, Turrets and Tunnels Spring 2 Beachcombers Summer 2			I am Warrior Autumn 2 Road Trip USA! Spr 1 Traders and Raiders Spring 2	Off with her head! Spr 1 Stargazers Spr 2

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Early Years Outcomes

	30-50 Months	40-60+ Months	Early Learning Goal
Listening and Attention	Listens to stories with increasing attention and recall. Joins in with repeater refrains and anticipates key events and phrase in rhymes and stories.		Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions. They give their attention to what others say and respond appropriately, while engage in another activity.
Understanding	Beginning to understand 'why' and 'how' questions'	Able to follow a story without picture or props Listens and responds to ideas expressed by others in conversation or discussion	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Can retell a simple past event in the correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use a range of tenses.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children express themselves effectively, showing awareness of listener needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Moving and Handling			
Health and Self Care			
Managing Feelings and Behaviours			
Self Confidence and Self Awareness	Welcomes praise for what they have done. Confident to talk to other children when playing, and will communicate freely about own home and community.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.
Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate question of others	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.
Reading	Listens to and join in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates and anticipated key	Begins to read words and simple sentences.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read,

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	events and phrase in rhymes and stories Listen to stories with increasing attention and recall.		
Writing		Writes on name and other things such as labels, caption. Attempts to write short sentences in meaningful context.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonically plausible.
Numbers	Use some number names and number language spontaneously. Uses some number names accurately in play Recites numbers in order to 10. Show an interest in numeral in the environment	Counts objects to 10, and beginning to count beyond 10.	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Shape Space and Measure		Uses everyday language related to time. Measures short periods of time in simple ways.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
People and Communities	Shows interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experiences Recognises and described special times or special events for family or friends Show interest in differed occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.	Enjoys joining in with family customs and routines.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities and traditions.
The World	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Looks closely at similarities, differences, patterns and change.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the feature of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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	Developing an understanding of growth, decay and changes over time.		
Technology	Knows that information can be retrieved from computers.	Completes a simple program on a computer. Interact with age- appropriate computer software.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Exploring and using media and Materials	Sings a few familiar songs	Begins to build a repertoire of songs and dances	Children sing songs, make music and dance and experiment with ways of changing them.
Being Imaginative	Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thought and feeling through design and technology, art, music, dance, role play and stories.