Progression of Skills
across the Curriculum at Eatock.

Foundation Subjects

Progression in skills in Computing

	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Text and Multimedia **Mastery in red**	• Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Multimedia work shows restrained use of effects that help to convey meaning rather than impress. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning
Digital Images (photos, paint, animation)	• Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Consider the real world application of the subject.	• Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. • Create a simple animation to tell a	• Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. • Consider the real world application of the subject. • Develop problem solving skills and logical	• Make a short film / animation from images (still and / or moving) that they have sourced, captured or created. • Consider the real world application of the subject.	• Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document). • Consider the real world application of the subject.

	Develop problem solving skills and logical thinking	story. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	thinking • Develop analytical minds through researching investigations and collaborative learning • Self select the media which they feel most appropriate to complete a task	• Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning • Self select the media which they feel most appropriate to complete a task	• Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning • Self select the media which they feel most appropriate to complete a task
Sound and music (inc sound recorders)	• Chose suitable sounds from a bank to express their ideas. • Record short speech • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Compose music from icons. • Produce a simple presentation incorporating sounds the children have captured, or created. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Create multiple track compositions that contain a variety of sounds. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning
Electronic Communication	• Contribute ideas to a class email to another class / school etc. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Work collaboratively by email to share and request information of another class or story character. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Begin to understand the need to abide by school e-safety rules. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and	• Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. • Where possible seek and respond to feedback. • Consider the real	• Abide by school rules for e-safety. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning

			collaborative learning	world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	
Research and E Safety	• As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). • They show an awareness of different forms of information • Consider the real world application of the subject. Develop problem solving skills and logical thinking	• Children use a search engine to find specific relevant information to use in a presentation for a topic. • They save and retrieve their work. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. • Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. • They show an understanding that not all information on the internet is accurate. • Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and	• Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. • Use appropriate methods to validate information and check for bias and accuracy. • Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning

				collaborative learning	
Control (algorithms)	• Control simple everyday devices to make them produce different outcomes. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Control a device, on and off screen, making predictions about the effect their programming will have. • Children can plan ahead. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify. • Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). • Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning

	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Handling information (databases and graphs)	• As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • The ability to read and interept data from a range of sources	• Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. • Enter information into a simple branching database, database or word processor and use it to answer questions. • They save, retrieve and edit their work. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject. • They follow straight forward lines of enquiry to search their data for their own purposes. • They talk about their experiences of using ICT to process data compared with other methods. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions. • Enter information and interrogate it (by searching, sorting, graphing etc). • Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings. • The need for accuracy is demonstrated and strategies for spotting implausible data are evident. • Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases). • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning
Modelling and simulations (spreadsheets, adventure games and simulations)	• Make simple choices to control a simple simulation program. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Children are able to play an adventure game and use a simple simulation, making choices and observing the results. • Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible. • Consider the real world application of	• Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. • Make simple use of a spreadsheet to store data and produce graphs. • Consider the real world application of	• Set up and use a spreadsheet model to explore patterns and relationships. Make predictions. • Know how to enter simple formulae to assist this process. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model. • Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.

			- the subject. - Develop problem solving skills and logical thinking	- the subject. - Develop problem solving skills and logical thinking - Develop analytical minds through researching investigations and collaborative learning	Develop analytical minds through researching investigations and collaborative learning	- Relate their use of spreadsheets to model situations to the wider world. - Consider the real world application of the subject. - Develop problem solving skills and logical thinking - Develop analytical minds through researching investigations and collaborative learning
Data logging (science and maths)			- Begin to use a data logger to sense physical data (sound, light, temperature). - Consider the real world application of the subject. - Develop problem solving skills and logical thinking - Develop analytical minds through researching investigations and collaborative learning	- Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. - Interpret the results and use these in their investigations. - Realise the advantages of using ICT to collect data that might otherwise be problematic. - Consider the real world application of the subject. - Develop problem solving skills and logical thinking - Develop analytical minds through researching investigations and collaborative learning	- Children are able to identify their own opportunities for data logging and carry out their own experiments. - They check and question results and are able to spot trends in data and identify when problems may have occurred. - Consider the real world application of the subject. - Develop problem solving skills and logical thinking - Develop analytical minds through researching investigations and collaborative learning

Understanding Technologies (individual technologies)	• Show an awareness of the range of devices and tools they encounter in everyday life • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc) • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.	• Make choices about the devices and tools they use for specific purposes and explain them in relation to the context. • Begin to show an awareness of specific tools used in working life.	• Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems. • Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.
Understanding Technologies (networks)	• Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV) • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Begin to show an awareness that computers can be linked to share resources • Consider the real world application of the subject. • Develop problem solving skills and logical thinking	• Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). • Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details) • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Show an understanding of the school network and how it links computers to resources in school and beyond. • Compare this with other networks they may encounter at home or in the wider world (e.g. banks) • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning	• Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school. • Consider the real world application of the subject. • Develop problem solving skills and logical thinking • Develop analytical minds through researching investigations and collaborative learning
Understanding Technologies (the internet)		• Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks) • Consider the real world application of the subject.	• Show an awareness that not all the resources/tools they use are resident on the device they are using. • Begin to show an understanding of URLs. • Consider the real world application of the subject. • Develop problem	• Perform a search using different search engines and check the results against each other, explaining why they might be different. • Show an awareness of the need for accuracy in spelling and syntax to search effectively.	• Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication • Consider the real world application of the subject. • Develop problem

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Progression in skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	• Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives	• Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts	• Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD	• Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past	• Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	• Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times	• Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something	• Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events	• Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period	• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their

						• explanation • Know key dates, characters and events of time studied
Interpretations of history	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories?	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/ stories	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc	• Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge	• Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Historical enquiry	• Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research	• · Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence	• Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account

Organisation and communication	• Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…	• Recall, select and organise historical information • Communicate their **knowledge and understanding**.	• Select and organise information to produce structured work, making appropriate use of dates and terms.

Progression in skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area.	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.	• Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	• Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	• Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/every day life	• Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Direction/Location	• Follow directions (Up, down, left/right, forwards/backwards)	• Follow directions (as yr 1 and inc'. NSEW)	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map.	• Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.	• Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	• Draw picture maps of imaginary places and from stories.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.	• Begin to draw a variety of thematic maps based on their own data.	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
Representation	• Use own symbols on imaginary map.	• Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Know why a key is needed. • Use standard symbols.	• Know why a key is needed. • Begin to recognise symbols on an OS map.	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	• Use/recognise OS map symbols; • Use atlas symbols.
Using maps	• Use a simple picture map to move around the school; • Recognise that it is about a place.	• Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map	• Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features

					to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	of places. (e.g. mountain regions, weather patterns)
Scale/Distance	• Use relative vocabulary (e.g. bigger/smaller, like/dislike)	• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	• Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)	• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perspective	• Draw around objects to make a plan.	• Look down on objects to make a plan view map.	• Begin to draw a sketch map from a high view point.	• Draw a sketch map from a high view point.	• Draw a plan view map with some accuracy.	• Draw a plan view map accurately.
Map knowledge	• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	• Locate and name on UK map major features e.g. London, River Thames, home location, seas.	• Begin to identify points on maps A,B and C	• Begin to identify significant places and environments	• Identify significant places and environments	• Confidently identify significant places and environments
Style of map	• Picture maps and globes	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas	• Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	• Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.

Progression of Skills in Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	• Review what they and others have done and say what they think and feel about it.	• Review what they and others have done and say what they think and feel about it. E.g.	• Compare ideas, methods and approaches in their own and others' work and say what	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel	• Compare ideas, methods and approaches in their own and others' work and	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel

	E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work.	Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook.	they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.	about them. • Adapt their work according to their views and describe how they might develop it further.	say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further.	about them. • Adapt their work according to their views and describe how they might develop it further.
Drawing	• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour	• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.	• Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour,	• Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.	• Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	• Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

			shape and pattern.			
Painting	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures e.g. use of sawdust.	• Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects.	• Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc.	• Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.	• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources.	• Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	• Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment.	• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.	• Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing.	• Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and coldwater paste.	☐ Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. ☐ Choose the printing method appropriate to task. ☐ Build up layers and colours/textures. ☐ Organise their work in terms of pattern, repetition, symmetry or random printing styles. ☐ Choose inks and overlay colours.	• Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
Textiles/collage	• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create	• Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media.	• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used.	• Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain	• Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of	• Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and

	images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	• Make a simple mosaic. • Stitch, knot and use other manipulative skills.	• Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc.	choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist.	media to create collage. • Experiment with using batik safely.	justify their work.
3 D form	• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form.	• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	• Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models.	• Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials.	• Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.	• Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.

Breadth of study	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Progression of Skills in Design Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research	• Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts	• Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing	• Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs	• Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas	• Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques

| Working with tools, equipment, materials and components to make quality products (inc- food) | • Make their design using appropriate techniques
• With help measure, mark out, cut and shape a range of materials
• Use tools *eg scissors and a hole punch* safely
• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
• Select and use appropriate fruit and vegetables, processes and tools
• Use basic food handling, hygienic practices and personal hygiene
• Use simple finishing techniques to improve the appearance of their product | • Begin to select tools and materials; use vocab' to name and describe them
• Measure, cut and score with some accuracy
• Use hand tools safely and appropriately
• Assemble, join and combine materials in order to make a product
• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques
• Follow safe procedures for food safety and hygiene
• Choose and use appropriate finishing techniques | • Select tools and techniques for making their product
• Measure, mark out, cut, score and assemble components with more accuracy
• Work safely and accurately with a range of simple tools
• Think about their ideas as they make progress and be willing change things if this helps them improve their work
• Measure, tape or pin, cut and join fabric with some accuracy
• Demonstrate hygienic food preparation and storage
• Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT | • Select appropriate tools and techniques for making their product
• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
• Join and combine materials and components accurately in temporary and permanent ways
• Sew using a range of different stitches, weave and knit

• Measure, tape or pin, cut and join fabric with some accuracy
☐
• Use simple graphical communication techniques | • Select appropriate materials, tools and techniques
• Measure and mark out accurately
• Use skills in using different tools and equipment safely and accurately

• Weigh and measure accurately (time, dry ingredients, liquids)
• Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*
• Cut and join with accuracy to ensure a good-quality finish to the product | • Select appropriate tools, materials, components and techniques
• Assemble components make working models
• Use tools safely and accurately
• Construct products using permanent joining techniques
• Make modifications as they go along
• Pin, sew and stitch materials together create a product
• Achieve a quality product |

Evaluating processes and products	• Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it	• Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them	• Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* • Disassemble and evaluate familiar products	• Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	• Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved

Progression of Skills in Music

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	• To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.	• Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.'	• Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	• Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features.	• Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending.	• Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	• Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse.	• Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).	• Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of

	• Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.		strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	• To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli.	• Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.	• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	• Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments.	• Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds.	• Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Composition	• Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	• Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

	Year 1 and 2	**Year 3 and 4**	**Year 5 and 6**
Reading and writing notation	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.		• Perform using notation as a support. • Sing songs with staff notation as support.
Performance skills	• Perform together and follow instructions that combine the musical elements.	• Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	• Choose sounds and instruments carefully and make improvements to their own and others' work.	• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison.

Progression in skills in PE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAMES	• **Ga1** Use basic underarm, rolling • and hitting skills accurately (1a,b) • **Ga2** Hit and kick a ball in a variety of ways (1a,b) • **Ga3** Track, intercept, stop and catch balls and small equipment • consistently (7a) • **Ga4** Describe some basic rules, simple tactics and the way to score (2b) • **Ga5** Show good awareness of space and the actions of others(1a) • **Ga6** Compete in small sided games (7c) • **Ga7** Know playing games is good for them and describe what it feels like (4a,b) • **Ga8** Watch, describe and comment on what they have seen (3a,b)	• **Ga9** Perform basic • techniques of catching and throwing to a good level of consistency when moving and standing still (1a,b) • **Ga10** Perform basic skills of rolling, striking and kicking with control (1a,b) • **Ga11** Use a variety of simple tactics in a small sided game (7c) • **Ga12** Show an awareness of opponents and team mates during games (7c) • **Ga13** Describe the differences in the way their body works and feels when playing different games (4b) • **Ga14** Begin to watch others and focus on specific actions to improve own skills (3b,c)	• **Ga15** Throw and catch with control when under limited pressure to keep possession and score goals (1a,b) • **Ga16** Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games (2b) • **Ga17** Use simple rules fairly and extend them to devise their own games (2c) • **Ga18** Identify that playing extended games improves their stamina (4b) • **Ga19** Recognise good performances in themselves and others and use what they have learned to improve their own work (3a,b) • **Ga20** Know and describe the effects	• **Ga22** Change pace, length and direction to outwit their opponent (2a) • **Ga23** Choose and use a range of ball skills with a good degree of accuracy (1a,b) • **Ga24** Use a variety of • techniques and tactics to attack, keep possession and score (2c) • **Ga25** Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others (2c) • **Ga26** Understand how strength, stamina and speed can be improved by playing games (4c) • **Ga27** Identify good performances and suggest ideas for practices that will improve their play (3a,b)	• **Ga28** Use a small range of sending, receiving and travelling techniques in games, with varied control (1a,b) • **Ga29** Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control (7b) • **Ga30** Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations (1c) • **Ga31** Understand why exercise is good for their fitness, health and wellbeing (4c) • **Ga32** With help, devise warm up and cool down activities and justify their choices (4b)	• **Ga33** Perform skills with • greater speed, fluency and accuracy in invasion, striking and net games (7b) • **Ga34** Understand, choose and apply a range of tactics and strategies for defence and attack (2b) • **Ga35** Know the importance and types of fitness and how playing games contributes to • a healthy lifestyle (4c) • **Ga36** Develop their ability to evaluate their own and others' work, and to suggest ways to improve it (3a,b)

			of different exercise activities on the body and how to improve stamina (4c) • **Ga21** Begin to understand the importance of warming up (4b)			
ATHLETIC S	**Aa1** Improve running technique and run for longer distances (2b) **Aa2** Run and jump sequence (2a) **Aa3** Develop an under and over arm throwing action (1b) **Aa4** Take part in a variety of team races using a variety of equipment (2b,c) **Aa5** Know running, jumping and throwing is good for them and describe what it feels like (4a,b) **Aa6** Watch, copy, describe and comment on what they have seen (3a,b)	**Aa7** Run with a good technique at different speeds (1a,b) **Aa8** Perform a two footed jump (1a,b) **Aa9** Show a good throwing technique and extend accuracy and distance (1a,b) **Aa10** Compete in a range of team events (2c) **Aa11** Describe the differences in the way their body works and feels when trying athletic activities (4b) **Aa12** Begin to watch others and focus on specific actions to improve own skills (3b,c)	**Aa13** Select running speed for appropriate activity (4b) **Aa14** Make up and repeat a short sequence of linked jumps (10b) **Aa15** Throw a variety of objects, changing their action for accuracy and distance (1a,b) **Aa16** Take part in relay activities remembering when to run and what to do (2c) **Aa17** Recognise when their body is warmer or cooler and when their heart beats faster and slower (4a,b) **Aa18** Recognise good performances in themselves and others to improve their own (3a,b)	**Aa19** Show some control when using a range of basic running, jumping and throwing actions (1a,b) **Aa20** Perform a range of jumps showing contrasting techniques and sometimes using a short run up (10b) **Aa21** Throw with some accuracy and power into a target area (1a,b) **Aa22** Work in cooperative groups to use different techniques, speeds and effort to meet challenges (2a) **Aa23** Relate different athletic activities to changes in heart rate, breathing and temperature (4a) **Aa24** Identify and describe different aspects of	**Aa25** Understand and demonstrate the differences between sprinting and distance running (10c) **Aa26** Show control in take off activities (2b) **Aa27** Demonstrate a range of throwing actions using modified equipment with some accuracy and control (1a,b) **Aa29** Predict how different activities will affect heart rate, temperature and performance (4a) **Aa30** Watch partner's performance and identify strengths (3a) **Aa31** Understand the basic principles of warming up (4b) **Aa32** Understand fully why exercise is good for fitness, health and wellbeing (4c)	**Aa33** Choose the best pace for a running event, in order to sustain running and improve their personal target (2b) **Aa34** Show control and power in takeoff and landing activities (1b) **Aa35** Show accuracy and good technique when throwing for distance (1b) **Aa36** Choose appropriate techniques for specific events (2b) **Aa37** Organise and judge events and challenges well (3a) **Aa38** Identify activities that help develop stamina or power and suggest how some can be used in other types of activities (4c)

				athletic styles and use to improve own performance (3a,b)		**Aa39** Identify parts of a partner's performance that need to be practised and refined and suggest improvements (3a,b)
GYMNAST ICS	**Gy1** Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required (1a,b,8a,b) **Gy2** Show good awareness of space, apparatus and the actions of others (8a) **Gy3** Link and repeat basic actions to copy or create and perform a movement	**Gy7** Perform basic gymnastic actions with control and coordination (8a,b) **Gy8** Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness (8c) **Gy9** Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner (8c,d) **Gy10** Describe the differences in the way their body works and feels	**Gy13** Perform combinations of gymnastic actions using floor, mats and apparatus (8a) **Gy14** Develop gymnastic techniques and transitions (8a) **Gy15** Adapt a gymnastic sequence to include different levels, speeds or directions (8b) **Gy16** Recognise that strength and suppleness are important parts of fitness (4c) **Gy17** Compare and comment on two performances,	**Gy18** Perform a range of gymnastic actions with increased consistency and fluency (8a) **Gy19** Work with a partner to show similar and contrasting actions on the floor and apparatus (2a) **Gy20** Combine actions and show clarity of shape in longer sequences, alone or with a partner (2a) **Gy21** Understand how strength and suppleness improve gymnastic performance (4c) **Gy22** Describe their	**Gy23** Perform combinations of gymnastic actions with different levels, speeds and direction (8b) **Gy24** Perform actions, shapes and balances with good body tension and extension (2b) **Gy25** Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group (2a) **Gy26** Understand why warming-up and cooling-down are important	**Gy28** Combine and perform actions, shapes and balances with fluency increasingly difficult combinations (8a) **Gy29** Work with a partner or small group to practise and refine a sequence (2a) **Gy30** Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed (8a) **Gy31** Understand how to improve their own

	phrase with a beginning, middle and end (8c) **Gy4** Know the difference between tension and relaxation in their body (4b) **Gy5** Carry and set up equipment safely with help (8a) **Gy6** Watch, copy and describe a short gymnastic sequence (8d)	when performing gymnastics (4b) **Gy11** Handle apparatus safely and recognise risks involved (8a) **Gy12** Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it (3a,b,c)	identifying quality and when they have the same elements and order (3a,b)	own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved (3a,b)	and devise their own warm up routine (4b) **Gy27** Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria (3a,b)	health and fitness through exercise (4c) **Gy32** Evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology (3a,b)
OUTDOOR /ADVENTURE	**Oa1** Follow simple marked trails in familiar environments and identify where they are **Oa2** Solve simple challenges and problems successfully **Oa3** Know what they need to be aware of to stay safe **Oa4** Recognise when they have been energetic (4b) **Oa5** Relay what they did when following a trail and solving a problem	**Oa6** Work increasingly cooperatively with others, identifying where they are by using simple plans and diagrams of familiar environments and discussing how to follow trails and solve problems **Oa7** Recognise that different tasks make their bodies work in different ways (4b) **Oa8** Comment about how they went about tracking tasks	**Oa9** Use more detailed plans and diagrams that take them from familiar to less familiar areas **Oa10** Use ideas they have learned in one task and apply them in another **Oa11** Recognise and describe the different physical demands of the tasks and challenges (4a) **Oa12** Describe and evaluate their own and others' performances, and identify areas that need improving (3a,b)	**Oa13** Use maps and diagrams to orientate themselves and to travel around a simple course (11a) **Oa14** Plan responses to physical challenges and problems as a group (11a) **Oa15** Prepare physically for activities and keeping safe (4d) **Oa16** Evaluate the challenge and identify different approaches that could have been used (3a,b)	**Oa17** Develop and refine orienteering and problem-solving skills when working in groups and on their own (1a,b) **Oa18** Work cooperatively to put strategies and solutions into action (2a,b) **Oa19** Identify how their bodies work in the different challenges (4a) **Oa20** Conserve their efforts and keep their concentration during tasks **Oa21** Identify what they do well as individuals and as a group (3a)	**Oa22** Find appropriate solutions to problems and challenges **Oa23** Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments (4d) **Oa24** Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed **Oa25** Evaluate effective responses and solutions (3a,b)

DANCE **Acquiring & Developing skills**	explore movement ideas and respond imaginatively to a range of stimuli move confidently and safely in their own general space, using changes of speed, level and direction	* choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities * remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness * perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings * show some sensitivity to the accompaniment	* show an imaginative response to different stimuli through their use of language and choice of movement * incorporate different qualities and dynamics into their movement * explore and develop new actions while working with a partner or a small group	* think about character and narrative ideas created by the stimulus, and respond through movement * experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	* explore, improvise and choose appropriate material to create new motifs in a chosen dance style * perform specific skills and movement patterns for different dance styles with accuracy	* respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
DANCE **Selecting and applying skills, tactics and compositional ideas**	talk about different stimuli as the phrases with beginnings, middles and ends * practise and repeat their movement phrases and perform them in a controlled way	* link actions to make dance phrases, starting point for creating dance phrases and short dances * explore actions in response to stimuli * explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	* use different compositional ideas to working with a partner and in a small group * perform short dances with expression, showing an awareness of others when moving * describe what makes a good dance phrase	* compose, develop and adapt motifs to create motifs incorporating unison, canon, action and reaction, question and answer * remember, practise and combine longer, more complex dance phrases * communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others	* select and use a range of compositional ideas to make dance phrases and use these in longer dances	create motifs that demonstrate their dance idea * perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group

DANCE **Knowledge** **and** **understanding** **of health** **and** **fitness**	* know where their heart is and understand why it beats faster when exercising	* know how their bodies feel after dance activities * know that they need to warm up and cool down for dance	* in simple language, explain why they need to warm up and cool down * sustain their effort in their dances	* show understanding of warming up and cooling down, and choose appropriate activities to do on their own	* warm up and cool down independently * use exercises that stretch and tone their bodies and help them prepare for their dance	* use appropriate dance terminology to identify and describe different styles in their own and others' dances * talk about the relationship between the dance and its accompaniment * suggest ways to develop their technique and composition
DANCE **Evaluating** **and** **Improving** **performance**	* use simple dance vocabulary to describe movement * talk about dance, linking movement to moods, ideas and feelings	* describe dance phrases and expressive qualities * say what they like and dislike, giving reasons * show an understanding of mood and describe how a dance makes them feel	* use a range of expressive language to describe dance * recognise unison and canon and suggest improvements	* describe and interpret dance movements using appropriate vocabulary * suggest how dances and performances can be improved, so that they communicate more effectively	* describe how dance contributes to fitness and wellbeing * identify what types of exercise they need to do to help their dancing	* use appropriate language and terminology to describe, interpret and evaluate their own and others' work * comment on what works well and explain why * recognise how costume, music and set can help to improve a dance performance

Swimming activities and water safety

	QCA units	Acquiring & Developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of health and fitness	Evaluating and improving performance
Year **1/2/3**	Unit 1 Beginners (non-swimmers and developing swimmers)	Work with confidence in the water explore and sue skills, actions and ideas individually and in combination e.g; use arms to pull and push the water; use legs in kicking actions; hold their breath under water Remember, repeat and link skills	Know how to chose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction Improve the control and co-ordination of their bodies in the water	Know that being active is fun and good for them Recognise what their bodies feel like during different activities	Watch, copy and describe what they and others have done and use the information to improve their work
Year **3/4/5/6**	Unit 2 (Developing and competent swimmers)	Consolidate and develop the quality of their skills e.g.front crawl, back crawl, breaststroke, floating & survival skills Improve linking movements and actions	Chose and sue a variety of strokes and skills, according to the task and the challenge e.g swimming without aids, distance and time challenges	Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity	Describe and evaluate the quality of swimming and recognise what needs improving

Progression in skills in PSHE

	FS/Yr 1	Yr2/3	Yr 4	Yr 5	Yr 6
Developing confidence and responsibility and making the most of their abilities **SEAL** ***Good to be me** ***Going for Goals** ***Changes**	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).	Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.	Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).
Developing a healthy, safer lifestyle **SEAL** • **New Beginnings** • **Relationships** **Computing**	Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. They can explain	Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection)	Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).	Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and	Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices. They can assess the

• **Online Safety**	that people grow from young to old. **Online Safety** <u>EYS</u> I know some examples of what is my personal information I know that my password is personal and belongs to me I can recognise the impact of good choices and consequences of wrong ones I can name people who can help me I can identify where to go for help if I feel uncomfortable (butterfly feeling). **Y1** I can use technology safely and respectfully I know one features of a strong password I know what is my personal information is and give an example I can name people who can help me I can identify where	and know what keeps them healthy (for example exercise and rest). **Online Safety** <u>Y2</u> I can use technology safely and respectfully I know the features of a strong password I know what is my personal information is and give an example I can identify where to go for help if I have that 'butterfly feeling' – inappropriate content – CEOP & online reporting I can consider other people's feelings on the internet. I can recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people. I can log onto school's online resources (Blog / PurpleMash) **Y3** I can use technology safely and respectfully and responsibly	**Online Safety** <u>Y4</u> I can use technology safely and respectfully and responsibly I can recognise acceptable and unacceptable behaviour (AUPs) I know how to report my concerns about inappropriate content or content whilst online. (CEOP) I know how to protect devices from viruses I can recognise that social networking sites and social networking features built into other things (such as online games and handheld games consoles). I know that any information I put online can be seen and used by others. I can recognise that looking for information online (surfing or searching) can be a threat to e-safety and e-security. I can identify dangers when presented with scenarios, social networking profiles, etc. I can recognise that online content may not be by an expert, or may	well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). **Online Safety** <u>Y5/Y6</u> I can use technology safely and respectfully and responsibly I can recognise acceptable and unacceptable behaviour (AUPs) I know how to report my concerns about inappropriate content or content whilst online. (CEOP / Cyberbullying / Childline, Cybermentors / etc). I can find *report* and *flag* buttons in commonly used sites and name sources of help - click - CEOP button and explain	element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and have an awareness of legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience). **Online Safety** <u>Y5/Y6</u> I can use technology safely and respectfully and responsibly I can recognise acceptable and unacceptable behaviour (AUPs) I know how to report my concerns about inappropriate content or content whilst online. (CEOP / Cyberbullying / Childline, Cybermentors / etc).

to go for help if I feel uncomfortable (butterfly feeling).	I can recognise acceptable and unacceptable behaviour (AUPs) I know how to report my concerns about inappropriate content or content whilst online. (CEOP / Cyberbullying) I can recognise the need to keep my personal information and passwords private. I know what is my personal information is and give an example I can recognise that social networking sites and social networking features built into other things (such as online games and handheld games consoles). I know what steps to take to remain when using social networking sites and online chat. To be able to recognise good/bad online behaviours that would be unfair. To know that threatening or hassling people through the internet or mobile phones is called cyber-bullying. To understand that forwarding a	be wrong, biased or out of date, because there is no person in charge to say what is or is not acceptable. I can recognise e that online content may be bad or obscene, and could be upsetting or frightening. I can identify key features of a good site, a site that is authentic, reliable, and current. I can identify key features of a bad site for research purposes. I can choose to verify information	to parents what it is for. I can use social networking websites appropriately, keeping an adult informed of my online activity and make good choices when presenting myself online I can protect myself from cyberbullying or causing hurt to others, especially when using social networking I can judge what sort of privacy settings might be relevant to reducing different risks. I can judge when to answer a question online and when not to. I can articulate what constitutes good behaviour online. I understand my impact on the online world. I will be a good online citizen and friend, not a 'digital bystander'.	I can find *report* and *flag* buttons in commonly used sites and name sources of help - click - CEOP button and explain to parents what it is for. I can use social networking websites appropriately, keeping an adult informed of my online activity and make good choices when presenting myself online I can protect myself from cyberbullying or causing hurt to others, especially when using social networking I can judge what sort of privacy settings might be relevant to reducing different risks. I can judge when to answer a question online and when not to. I can articulate what constitutes good behaviour online. I understand my impact on the online world. I will be a good online citizen and friend, not a 'digital bystander'.

		malicious message or taking part in cyber-bullying in any way is wrong.			
Developing good relationships and respecting the differences between people **SEAL** • **Getting on and falling out** • **Relationships** • **Say No to Bullying**	Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.	Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). They can recognise and discuss the importance of relationships to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).

Progression in skills in RE

	FS EYFS	Y1	Y2	Y3	Y4	Y5	Y6
RE Topic questions	Which people are special and why? Which stories are special and why? What places are special and why? Where do we belong? What is special about our world and why?	Who is a Christian and what do they believe? What can be learnt from sacred books and stories? What does it mean to belong? How and why so we celebrate special times? (Easter/Christening)	Who is a Christian and what do they believe? What makes some places special? How and why do we celebrate special times? Who is a Muslim and what do they believe? Why should we care for the Earth?	How should we live and who should inspire us? Who is Jewish and what do they believe? How and why do Christians follow Jesus? What do religions teach us about the natural world and how we should care for it?	How and why do believers show their commitments during the journey of life? How and why does a Christian follow Jesus? Where, how and why do people worship? What do religions teach us about the natural world and what should we do to care about it?	Justice and Poverty – Can religions build a fair world? What will make our town a more peaceful place? Who is a Muslim and what do they believe? What matters most to humanists and Christians?	Why do some people inspire others? What matters most to Humanists and Christians? Who is a Hindu and what do they believe? How do people live through good times and hard times?
RE Skills	Begin to explore the world of religion in terms of special people, books, times, places, objects and through celebration. Listen to and talk about some religious	Remember a Christian story and talk about it. Use some of the right names for things that are special to Christians and people from other religions.	Tell a religious story and say some things that people of other religions believe. Talk about some of the things that are the same for different religious people. Say what some	Begin to describe what a believer might learn from a religious story. Start to describe some of the things that are the same and different for religious people (Jews/Christians/ Muslims).	Describe what a believer might learn from a religious story. Describe some of the things that are the same and different for religious people.	Make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives. Use the religious language accurately to describe and compare what practices and	Suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions. Describe why people belong to religions and explain

	stories. Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. Reflect upon own feelings and experiences. Use imagination and curiosity to develop appreciation and wonder of the world in which we live.	Recognise religious symbols and words, and talk about them. Talk about what I find interesting or puzzling. Talk about what is important to me and to other people.	Christian, Hindu and Muslim symbols stand for. Ask about what happens to others with respect for their feelings. Talk about what is important to me and treat others with respect for their feelings.	Use religious words related to the topic to describe some of the different ways in which people show their beliefs. Begin to compare some of the things that influence me with those that influence other people. Start to ask important questions about life and compare my ideas with those of other people.	Use religious words to describe some of the different ways in which people show their beliefs. Compare some of the things that influence me with those that influence other people. Ask important questions about life and compare my ideas with those of other people.	experiences may be involved in belonging to different religious groups. Describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with	how similarities and differences within and between religions can make a difference to the lives of individuals and communities. Use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith. Give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me. Ask questions about the meaning and purpose of life

						reference to religious.	and suggest answers which relate to the search for truth and my own and others' lives.